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The Modern Language Journal

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NOTE—Readers are reminded that the relative order of articles in the *Journal*, does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

*Some Observations on the Language Situation**

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(*Author's summary.*—Some causes of the depression in foreign language interest: (1) Advent and baneful influence of alchemists and astrologers in education; (2) commercial-mindedness of some Americans; (3) presumption and indifference of language teachers; (4) Mid-Victorian personalities. America will become more foreign language conscious because the Axis nations have demonstrated the power and advantages derived from knowing foreign languages, and because some American organizations, institutions, individuals, and periodicals have undertaken a vigorous foreign language crusade.)

IF THERE is any one thing that a foreign language teacher would anticipate more readily, would face with less surprise, or to which he or she would more quickly say "I told you so," than a token bombing by the Axis of the town in which he or she is teaching, it would be for him or her to walk into the language classroom one morning and find no students to be taught. This, I judge to be the extent to which most of us anticipate the worst for foreign languages. This, I judge to be the depth of gloom, pessimism, and futility to which many of us have allowed ourselves to descend because of the present decline and depression of student interest in foreign language study.

Let us recite briefly some of the causes of this deplorable academic status of foreign languages. I say deplorable because for the past twenty years, in some progressive high schools, the languages have been forced to fraternize and compete with such "activity courses" as playing the trombone, the "sax" and beating the "skins." Languages are no longer electives in these schools, but "neglectives." Now, these causes may be divided into two classes: those outside the language group and those inside the language group.

For causes outside the group, let us begin with the present war. The war has made the language depression seem acute and intense because it has forced the nation's attention on more immediate and more utilitarian needs and activities in the industrial and military spheres. It has directed the attention of many to activities more concrete in nature and therefore more readily perceivable as being immediately essential to the war effort. The effects of these causes are not unusual, for most arts experience a temporary setback in their active cultivation during periods of turmoil and destruction. The case for languages seems despairingly dark because, when the war struck, the languages had already been forced into a full and humiliating recession by other causes which I shall mention. On the other hand, certain psychological and propagandic phases of this war are likely to stimulate a

* Read at the June, 1942, meeting of High School Teachers of Foreign Languages, Washington, D. C.

greater interest in foreign language study in the United States. But more of this later.

The second exterior cause concerns the commercial or thing-mindedness of Americans. The profit motive has greatly influenced the American way of life since the nineteenth century. Since 1917, it has been a very pernicious part of the American way to treasure first of all any object or idea that could readily conform to the contours of the dollar sign. Since languages, like most arts, are not utilitarian, they could not readily assume such contortions. Consequently, when big business and chambers of commerce arrived on school boards, boards of education, and in legislative halls they made demands for dollar-producing subjects almost exclusively in the high school curricula, with the result that languages and the saxophone were forced into students' leisure-time activities.

For the third exterior cause, there appeared on the American educational horizon around 1919 some creatures that had never trod the educational sod before in any country: the expert, examiner, specialist, analyst, dichotomist, statistician, diagnostician, and, if you will kindly permit, the "prognostician." For twenty years, while teachers of mathematics and foreign languages were asleep under the weight of moss-back dignity and selfsufficiency accumulated by years of no competition, these creatures, sometimes called educational astrologers, succeeded in casting a mesmerizing spell over American education by figure-flinging, by a sorcerous use of words akin to Mumbo Jumbo, and by some streamlined crystal-gazing on aimless aims, objectional objectives, and curricula contortions. These educational alchemists, like the money-eyed members of chambers of commerce, struck the heaviest blows from without against languages and sent them into a nose dive that has been accelerated by the present war. Other outside causes could be mentioned, but these three are sufficient for orientation.

The causes within the language group, for this decline, seem to have been as deadly as those without. For many years, the prestige and tradition achieved academically by languages remained unassailed and unquestioned. Perhaps because poets like Longfellow, Lowell, Heine, and Goethe knew or taught the languages for a brief time our language teachers considered themselves the elite. It is possible that this presumed ancestry and inheritance made some teachers so aloof, careless, arrogant, and sophisticated that they realized too late into what jeopardy forces in and out of education were driving them. They ignored too long the attacks and assaults made against certain weak spots concerning values of and justification for language study. They failed also to analyze and assay the advertising psychology used by other teaching fields which they were prone to consider, in Kipling's words, "as lesser breeds without the law," the unwashed, so to speak.

For a second cause within, we list the lack of enlightened and energetic

leadership on the part of some superiors. Hinting at this unenlightened leadership, André Morize¹ observes that this language depression has struck with great force only in certain disinherited places out in the hinterland. In other words, in Detroit where there is a Lilly Lindquist; in Cleveland, a DeSauzé; or in New York a Greenberg or Wilkins, the depression in languages has struck with lesser or negligible incidence.

The third cause can be attributed to the failure of some language teachers to combine and use effectively the best features of all methods of teaching languages instead of clinging obstinately and hopelessly to the method by which they were taught some years ago, despite its imperfections and shortcoming. By simply leafing through some periodicals or reading the speeches made at language meetings during the past twenty-five years, one obtains a ring-side seat from which he can witness the closing rounds of the battle of methods.

Then there was the failure to agree upon what method should be adopted to determine the priority of objectives: speaking, reading, writing, and understanding. In this connection we still remember the sound and fury over the Coleman Report of six years ago. All of this sniping and sharpshooting at personalities and procedures did little to prosper the cause of languages. It certainly gave the opponents opportunities to make use of the lack of agreement, cohesion, and constructive thinking within the language ranks.

Here is another cause. Too many, for too long a time, have been merely teachers of grammar; and, in so being, they have been killing the living language and the interest in it. In addition, many have suffered from a "classics fixation" which means that well-known authors have been taught to a frazzle while the contemporary authors who reflect the moods and thoughts of our day have been coldly overlooked. In other words, like most human beings, they are afflicted with a reluctance to change habits that served them fairly well in former times. Having developed skill and security in a procedure they cling to it although it ceases to produce acceptable results.

The next cause is due to indifference or poor performance in the teaching act. This poor performance has been often brought to light by placement tests given Freshmen by various colleges. One university has published the results of these tests for the past thirteen years. In the 1941 report, the examiner stated that "a concomitant of poor teaching is the rapid dropping off in enrollment . . ." He concludes this report with this statement: "It is the duty, now more than ever, for every French teacher to see to it that he raises the quality of his teaching if he would see his students do better on the placement tests, and likewise if he would keep French from falling

¹ "The Teaching of Foreign Cultures in the Present World Crisis," *Educational Record*, Supplement No. 15 (Jan. 1942), 122 ff.

out of the curriculum."² A good spiritual antidote for this indifference can be found in reading reflectively the following: Edwin H. Zeydel's "Keep Foreign Languages in the Curriculum," *Idem.*, 311; André Morize's "Middlebury: Eté 1941," *French Review* (October, 1941); and Stephen A. Freeman's "What Constitutes a Well-Trained Modern Language Teacher," *Modern Language Journal*, 25 (Jan., 1941), 293 ff. In addition, this indifference has had its causes, two of which are the following: The inclination to feel that one has arrived after having completed college and university work and after having obtained a teaching position that is relatively secure. And, second, this indifference is caused by the discouragement brought on by school boards not realizing that the full training of a foreign language teacher is more expensive than that of any other teacher because he has to travel and study abroad to complete his training and to keep his teaching fresh and effective. This is an added expense problem that only a few school systems have realized and have helped to solve.

As a final cause within, whether language teachers like it or not, the progressive educationalists have succeeded in forcing a change in attitude toward the pupil. Some teachers of languages have been slow in making an intelligent adjustment to this change. They sometimes forget that, in many cases, if the average junior high school pupil likes his teacher he will like his subject. They have forgot, perhaps, that a magnetic personality characterized by warmth, enthusiasm, understanding, well-timed humor, conviction, intensity of belief and faith in the subject taught has never been known to repel anyone in the classroom. Flies still cannot be caught with vinegar.

It is pleasing and encouraging to know that language associations throughout the country are making efforts to remove these causes and to prevent their recurrence in the near future.

What is the outlook for foreign languages? Despite the thwarting effects of these exterior and interior causes of the present decline in language interest, there seems to be two reasons to expect a substantial future for language study in America. First, the successful uses that the Axis nations have made of foreign languages in their diplomatic, commercial, political, and military offensives have made the United States language-conscious as never before; second, and concomitantly, the forthright stands that certain American organizations, institutions, individuals, and periodicals have taken in the language cause.

Let us take, first, the object lessons that the Axis powers have given the Allies in realistic use of foreign languages. At present, both America and England realize that much of the Axis success has been due to their active knowledge of the language, literature, customs, psychology, geography, and

² "The 1941 French Placement Test at the University of North Carolina," *High School Journal*, 24, 7m(Nov. 1941), 311.

institutions of the nations whom they have attacked and overrun. They know that in the invasions of the Netherlands, Belgium, Norway, and France Axis saboteurs, technical, commercial, and political experts knew Dutch, Flemish, Norwegian, and French; that in the air invasion of Crete, at least the non-commissioned officers among the German parachutists knew Greek; and, that the same is true at present of the German "tourists" in Portugal, Spain, Turkey, and in North, West and Central Africa. They know, in addition, that whatever success the Germans are having in forcing the greater part of Europe to produce industrially for her war program is not due to an ignorance of the languages of the people involved. Coming closer home, reports of the daily sinkings of merchant vessels by German submarines in the Atlantic frequently reveal that the German commanders speak English almost perfectly, occasionally with a foreign accent. America and England now realize that it was not for fun that Germany, since 1919, has been requiring in her secondary schools eight consecutive years' study of each foreign language, and that the University of Berlin organized a faculty or college devoted exclusively to the study of foreign languages and foreign cultures, the graduates of which become party bigwigs in conquered countries. England knows that the Japanese are not using their native tongue to woo India and the Burmese. America knows that in addition to effective physical disguises Japanese scouts knew Spanish, Tagalog, and other dialects so well in the Philippine Islands that their infiltration and encirclement practices were greatly favored. It is impossible to believe that radio transcriptions in Spanish and Portuguese from Japan, Germany, and Italy, destined for South America, are lost upon the American mind when leading American newspapers print them.³ Sigfried Wagner, who analyzes Axis propaganda Monday and Friday nights, from Wyoming, tells us frankly that Russian propaganda is fifty per cent more effective than that of the Allies because their propaganda organization knows better the German language and psychology. Some sources report that Russian children have been required to study and learn two foreign languages.

These facts should teach America the following: (1) that intellectual isolation, stressing mainly a gross discount of things foreign in peace times, is a heavy liability in times of international conflict; (2) that oceanic barriers and geographic separateness are deluding myths; and (3) that both the offensive and defensive in present-day warfare are not restricted to arms and goods, but include psychological weapons—based on a knowledge of many things foreign—that must precede, accompany, and even follow arms and goods. With these demonstration lessons staged so realistically by the Axis nations, it is safe to expect that America will not overlook in the future the proper development of this new weapon, not only for the purpose of trying to win the war, but also to win and preserve the peace with the hope

³ *The New York Times*, April 26, 1942.

of insuring the survival of values essential to the new American way in a world destined to shrink to smaller proportions in affairs international.

Our second and final reason for predicting a substantial future for languages in America are the vigorous pronouncements made by organizations, institutions, individuals, and periodicals on present and future language needs.

The Secondary Board, located at Milton, Massachusetts, held an important conference last year on modern foreign languages. Its importance included the fact that it was national in character, scope, and bearing. Over 500 schools, colleges, and universities were represented. This Board endeavored to "reappraise all features of foreign language study in the light of national and international affairs" with a view to making them conform more completely to present-day and future reality. In addition to adopting from Thomas Huxley's famous "Essay on Liberal Studies" the passage that deals with the value of foreign languages, ancient and modern, this body recommended the elimination of "play courses" on the lower levels of instruction; it stressed the oral and aural approach; it emphasized the importance of the social, historical, and cultural aspects of people whose language is taught; and, taking a cue from the emphasis placed on language by European nations, it recommended that language courses in our secondary schools be offered for six consecutive years at least.

The National Foreign Trade Council has just issued a 36-page pamphlet entitled "The Problem of Foreign Trade Education." It carries a chapter by Dean Henry G. Doyle, whose outline of argument follows: We need (1) an awakening to language needs, (a) by the public, (b) by educationalists; (2) an educational product equipped to meet the needs of the times; (3) a realistic program for foreign language study, (a) short-range, (b) long-range; (4) reforms in the foreign language set-up; (5) better prepared teachers of foreign languages; (6) other forms of encouragement, (a) travel and study abroad and exchanges for teachers, (b) travel and study abroad and exchanges for students; (7) removal of the handicaps of ignorance and prejudice on the part of educationalists, school boards, curriculum makers and the public in general.⁴

Besides being a source for much information on language projects dealing with South American countries, the United States Office of Education states that it is relying directly on the schools and colleges of this country for assistance in developing inter-American friendship on a firm and lasting basis. On page 60 of its Bulletin 10, 1941, it states that "Education for inter-American friendship involves the teaching of Spanish and Portuguese . . ." and that its friendship program must not be confined to the education of children alone, but must include teacher-education in general.

⁴ *Modern Language Journal*, 25 (Dec. 1941), 895 f.

On December 31, 1941, the National Federation of Language Teachers urged that three steps be taken: (a) the mobilization of the language assets of the country for the present emergency and for post-war construction; (b) the teaching of foreign languages to service men in foreign lands already, as well as those at home; (c) the forming of a unified and centralized program for the development of language assets.

The Department of Secondary Teachers of The National Educational Association has established a Committee on Inter-American Relations under the chairmanship of Mr. Joshua Hochstein, teacher of Spanish of the Evander Childs High School, New York City. This committee has five aims, all dealing with the aspects of the language situation. The first of these aims is "To stimulate the introduction of courses in Spanish, Portuguese, Latin American history and inter-American relations, and the enrichment of courses in music, art, and literature to include contributions of Latin America."⁵

Kindred aspects of the Romance languages have been treated adequately also by the following individuals: Harry H. Pierson, Division of Cultural Relations, Department of State;⁶ Nelson A. Rockefeller, Coordinator of Inter-American Affairs, Office of Emergency Management;⁷ and R. E. Blackwell of the same office.⁸

Most important of these organizational activities is the Intensive Language Program fostered by the American Council of Learned Societies this summer in which it is offering scholarships and fellowships to college graduates who will have the privilege to study any one of about twenty-two languages in thirteen universities. Besides the major languages, the following are listed: Arabic (with courses on the Arabic of Iraq, the Arabic of North Africa, colloquial Egyptian Arabic, Syro-Palestine Arabic, and Moroccan Arabic), Burmese; Chinese; Dutch; Finnish; Modern Greek; Hindustani; Hungarian; Icelandic; Japanese; Korean; Kurdish, Malay; Mongolian; Pastu; Persian; Pidgin English (Melanesian and West African); Portuguese; Russian; Swahili; Thai (Siamese); and Turkish. There are plans to add courses in the following languages this fall: Bengali, Hausa, Tamil, and Malagasy. Take your choice.⁹

As concluding evidence for this second reason for predicting a substantial future for foreign languages in America, let us list as arsenals or repositories for ammunition in the language cause the following periodicals: *Hispania*,

⁵ Circular Letter, National Education Association, Department of Secondary Teachers.

⁶ "Some Notes on the Practical Value of Language Study Today," *Modern Language Journal*, 24 (June, 1941), pp. 757-763.

⁷ *Education in a World of Nations*, pp. 4-5.

⁸ "The Role of Education in American Affairs," *School and Society*, 55, 141 (Jan. 3, 1942), pp. 5-10.

⁹ *School and Society*, 55, 1431 (May 30, 1942), pp. 605-606.

Modern Language Journal, *School and Society*, *Bulletin of the New England Modern Language Association*, *Education*, *Good Housekeeping*, *Educational Record*, *High School Journal*, and *Woman's Home Companion*. There are others, but these periodicals have been presenting articles regularly for the past two years on the past sins and neglects in foreign language study, the importance of foreign languages in the national emergency, and their importance in the educational blueprint for a post-war world.

As a sampling of the nature of articles carried by these periodicals, I shall point out the following four: Walter M. Kotschnig, Smith College, in "Haben Sie Gut Geschlafen," *School and Society*, 54, 1409 (Dec. 27, 1941) pp. 616-618, mirrors our confused and unsatisfactory attitude toward the languages, and urges that we tactfully enlighten secondary school administrators who are to influence the new curricula by their authority if not by their training on the need and importance of languages. To prove that it is not the intention to let the war destroy utterly our faith in what has proved itself to be of value to mankind, regardless of its source, the *Modern Language Journal* has carried two articles on German: "Moral Values in German Literature" by F. W. Kaufmann (25, Jan. 1941, 317 ff.), and another, "Why Study German in 1941" by Guy R. Vowles (25, Dec. 1941, 848 ff.). Sensing the possibilities of the post-war world witnessing a renaissance in humanism, K. A. Sarafian, University of California, writing on "Latin in the Curriculum," *School and Society*, 55, 1416 (Feb. 14, 1942), 173 ff., lists eleven fruitful objectives and aims in teaching Latin and seven ways to realize them. The entire March, 1942 issue of the *Journal of Education* was devoted to the modern languages in the United States and in South America and the entire April issue was devoted to Greek and Latin.

We have sketched, hastily, the past, present, exterior, and interior causes of the decline in foreign language interest. Concerning the future outlook, we have seen how the Axis powers, inadvertently, are making America language conscious; and, we have seen what institutions, organizations, individuals, and periodicals are doing and saying about the future foreign language program in America. These agents, characterized by dynamic and incandescent qualities, will do much toward recovering some of the ground lost to the languages since 1920, when over 83 per cent of the high school enrollment in this country was studying foreign languages. How soon these effects will be fully realized it is impossible to say. In great measure, they will depend upon the creative imagination, industry, and resourcefulness that we in rank and file will apply to this task of rehabilitation.

Now, I think that we in Divisions X-XIII must consider making some practical contributions, for our own good, to this coming resurgence in language interest. The following suggestions are offered for thought and criticism: Since most of the information on the language situations is within

the covers of periodicals that do not have popular circulation, we should popularize and disseminate this information by the most effective means possible, among pupils, teachers of other subjects, supervisors, administrators, and parents. Perhaps it would be suitable to establish a Research Committee on Foreign Language Happenings to which everyone would send all information found in current literature and, this committee would see that this information would take the proper form and reach the proper places and persons.

Over a period of years, several newspapers, without the aid and encouragement from language teachers, have made efforts to introduce their readers to matters of foreign flavor. I believe that these papers would gladly serve as channels for releasing any information or comments on foreign language needs, opportunities, and projects that we would offer them. I believe that these papers would gladly let the people know that thirteen bureaus and departments in the United States government have many positions to which a knowledge of a foreign language is ancillary to appointment, promotion, and success. I think that the forty-two occupations and vocations revealed in the study made by Schwartz, Wilkins, and Bovée, in which languages are used, if illuminated by comments from teachers, would form the spearhead of a series of short, enlightening articles that these newspapers would be glad to carry. This would be one way to inform children and parents of probable future opportunities.

Finally, I believe that it would be practical for us to sponsor through these newspapers a weekly translation contest, alternating brief, selected passages in French, Spanish, Latin, and German, confined to students in the high schools. To run such a contest for a school year would be not only a propagandizing experiment, but also a miniature contribution to education and culture.

Education for the Peace Through the Foreign Languages¹

ALEXANDER YALE KROFF

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(*Author's summary.*—Although few would question the practical, vocational importance of languages in the present emergency, the permanent, universal values of foreign language study remain obscure and misunderstood. An attempt to analyze these "intangibles" and to emphasize their importance in the post-war curriculum in our schools.)

I SHOULD like to present to you very briefly my reasons for believing that the foreign languages offer a unique contribution to a program of education during the national emergency and in the preparation for the peace that will follow.

I will not dwell too long on the obvious and admitted need our government has today for trained linguists. The Army, the Navy and the Air Force are becoming increasingly aware of the importance of languages: the Air Force is offering courses in Spanish to its officers; West Point has made German a required subject; the fall of France has not in the least affected compulsory courses in French at Annapolis. Questionnaires sent to candidates for the new officers' training courses in the Air Corps puts a premium on knowledge of foreign languages. The Civil Service, the Army and Navy Intelligence, the FBI all urgently need well-trained men with good linguistic background.

It has been pointed out, and with justification, that languages are the weakest point in our national armor.² Germany and Japan long ago recognized the importance of the study of languages; English is a required subject in German and Japanese schools; the University of Berlin has an entire college devoted exclusively to the study of the languages and cultures of foreign countries.

On the other hand, we in America have been neglecting the study of languages; we have included them but grudgingly in the curriculum; the capricious and uncertain enrollments in these subjects would seem to indicate a lack of consistent policy on the part of school administrators and a failure on the part of students and their parents to grasp the purpose and meaning of foreign-language study.

Our government recognizes the gravity of the situation and is attempting to remedy it. Under-Secretary of State Sumner Welles, Vice-President Wallace, Ambassador Grew all have insisted publicly on the value and importance of learning French, Spanish, German.

¹ Address given before Institute for Superintendents and Principals at University of Wisconsin, July 21, 1942.

² L. Koestler, *School and Society*, March 28, 1942.

The study of Spanish is an important basis of our Pan-American military and economic cooperation. Our government has recognized it as such and has given it official recognition and encouragement. Today we need desperately men who are versed in the less widely known languages, and the government is granting scholarships to competent students to study Japanese, Turkish, Bulgarian, Dutch, Russian and some twenty other languages.

In order to wage a successful war, we must know the language of our enemies as well as that of our friends. Our AEF will need to know the languages of the countries which they occupy. Would it not be reasonable to assert that the greater the number of soldiers who know a foreign tongue, the better will be their general morale? Our lack of knowledge of Japanese, for example, has been a source of confusion and hindrance to our men and a great advantage to the enemy.

During the period of post-war reconstruction, there will of course be a great demand for men and women trained in French and German particularly for service work, and with the resuming of normal foreign trade and international relations, there will be an even greater number of occupational opportunities open to trained linguists.

I am sure that you are all aware of the practical, vocational importance of language training to meet the present emergency. But these are needs which are immediate or near-immediate.

Since however, we are planning for the future, since we are envisaging a curriculum that will prepare our students to understand and appreciate the important role of our country in the period following the war, we must look for values other than those that are purely immediate. I am convinced that foreign-language studies have a purpose and meaning far more lasting than those of contemporary, political or technical consideration. And it is perhaps because these values (which I prefer to call permanent values) are so little understood and appreciated that languages have so often been neglected.

The purpose and objectives of foreign-language teaching have undergone vast changes within the last fifteen years. I do not know whether you are aware of the great strides accomplished in the field of techniques, of teaching the mechanics of language and the activities in and through which language abilities are developed. If you glance through any modern textbook, you will notice large sections devoted to the geography, history, art and music, political and social customs, national psychology of the foreign people. These are often intimately integrated with the actual learning of the mechanics of the language, for the best way in which to learn a language is to learn something of significance in and through the language.

We are interested in presenting to our students the culture and civilization of a people. We no longer are teachers of French but of France, not only of German, but of Germany.

We seek to create and develop worthy attitudes, interests and appreciations; these are our ultimate or permanent objectives. We seek to build up appreciative attitudes toward the people whose language and culture we present; we attempt to show how our own American heritage is composed of contributions from many foreign cultures, how each of these cultures can and does help to build and enrich an enlightened American way of life.

These objectives—international tolerance and understanding—are essential if we are to play a successful role in a new post-war interdependent world. We must prepare each young American to become a citizen of the world. To say that isolationism is gone for good in the United States is platitudinous; the affairs of Europe and the rest of the world are henceforth our own. We shall not be asked to impose our pattern of life on war-scarred Europe, since that would shatter our own American pattern; but we shall be obliged to help in the huge task of putting the Old World back on its feet—and that will require first and foremost a thorough understanding, a sympathetic understanding of the problems of her peoples.

A real understanding of a people depends largely upon detailed knowledge—more than that—a capacity to understand and evaluate sympathetically what is different from ourselves. This does not imply blindness to the faults of other peoples; it would be folly to extol the virtues of a people and ignore certain economic, social or political problems because our students might find them unattractive. It would undoubtedly be unwise to dwell lengthily on France's contributions to universal culture and studiously avoid mention of her political corruption; similarly South America must not become a series of picturesque countries inhabited exclusively by guitar-strumming gauchos, where social and economic ills are non-existent. We must strive for a clear, comprehensive, honest presentation.

Moreover, a clear understanding of a foreign language and culture should give us a better insight and understanding of our own country and civilization, a keener grasp of our own strengths and weaknesses; it should develop an increased awareness of the problems of the diverse elements which constitute our own nation, and a broader understanding and appreciation of their contributions. This transfer is not attained more or less automatically—but through a conscious, consistent effort on the part of the teacher—through constant comparisons, constant parallels, constant debate and discussion.

There are those who say that this cultural understanding can be given through the medium of history or English or social studies. I do not believe that through these subjects, no matter how well-trained their teachers, can this objective be successfully attained. It is only through language, which is an index to a people's innermost self, that we may penetrate into the more intimate aspects of the life and social organization of each country, its differences, its peculiar needs and ideals. The study and use of a foreign lan-

guage identifies the learner emotionally with the foreign people. The student's imitation of a foreign gesture when pronouncing a certain term (raising of the shoulders to accompany that superb expression of fatalism "Que voulez-vous?", the familiar Mexican gesture of thumb and forefinger accompanying the word "momentito"), laughing at a joke in a foreign language, being moved by a story in a foreign tongue—all this identifies the student emotionally with the foreign people, creates a bond of understanding and appreciation which no discussion in a social studies or history class can foster.

It would be presumptuous and foolhardy to claim that a knowledge of a language will automatically instil tolerance and good will in a student. The study of the language will tend to reveal the intimate side of a people, its real character, the root of its peculiar culture; it will give a warmth and intimacy to a human relationship which the objectivity of a discussion in a history class can never realize. Moreover, "the academic attitude, deprived of warm emotions for our fellow man is a dangerous attitude to teach in our (college) classrooms. This method of strict objectivity, useful in the natural sciences, is unreliable and dangerous in the human sciences. . . . Objective thinking in human relations is an impossibility and never exists."³

Allow me to end with another quotation, this one from an address made by the eminent historian Charles Beard:⁴ "Knowledge is not enough. Science is not enough. Both may be employed to kill as well as heal. Accumulated facts, though high as mountains, give us no instruction in human values and the choices of application. It is the *humane spirit* that points the way to the good life. To reiterate the maxims of this spirit, to restate them in terms of the new times, to spread them through education and daily intercourse, to exemplify them in private practice, to cling to them in spite of our infirmities and hypocrisies—this too is a task of all who fain would make government by the people and for the people endure upon the earth." And this humane spirit, this "elusive and potent force," language teachers, in their small way, attempt to capture and instil in their students—that is their ultimate goal and objective.

³ Lin Yutang: *Free World*, July 1942.

⁴ Before the Congress on Education for Democracy—*Journal of National Education Association*, Oct. 1939.

The Extent and Range of Foreignisms in Journalistic English

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(*Author's summary.*—The proportionate number of foreign words used in newspaper English constitutes an index which could be used to measure the interest of Americans in foreign affairs, or the influence of various phases of foreign culture on ours.)

THE existence of foreign terms and expressions in the English language has been advanced several times as one of the many reasons for the study of foreign languages. Research into this area has not been extensive, and what little exists is antedated by Algernon Coleman's report for The Modern Language Study, *The Teaching of Modern Foreign Languages in the United States*, which contains an oft-quoted list of the objectives of modern language education. "Objective D" in this list is concerned with "increased ability to pronounce and understand foreign words and phrases occurring in English."¹

Even the casual reader of the daily newspaper and the popular magazine can find any number of foreign expressions, but a survey of the literature shows that no attempt has been made to ascertain the proportion of foreign element in the English language. It is apparent that the support of such an aim as Objective D would rest in part on the ratio and frequency of foreign terms occurring in English.

In a study recently made by the writer,² this problem was handled from the standpoint of newspaper English. The newspaper is a very widely circulated linguistic phenomenon, read by the greatest majority of Americans on all levels of society. Using newspaper English as a kind of "lowest common denominator," the writer avoided the bias which would have been introduced had the study been limited or extended to material of a more "literary" character. It is common knowledge that the latter frequently contains a high proportion of foreign terms and expressions.

In this study, the word "foreign" was used in a special sense to designate those loan words which had not been "naturalized"—which had not been accepted by the American mind as part and parcel of the English language. A combination of dictionary and professional opinion was used to separate "foreign" words from "denizen" and "naturalized" expressions.

A differentiation was also made between "contextual" and "titular" foreignisms, the former designation being applied to those foreign words

¹ P. 16.

² *The Relationship Between Foreign Language Courses of Study and Foreign Words in Newspaper English*, Stanford University, unpublished dissertation, 1942.

which are a part of the context in which they occur. Therefore they have more lexical significance than do foreign names of books, buildings, music, etc., which were termed "titular" foreignisms. However, both types of expressions are of interest to the foreign language student in that they reflect socio-cultural intercourse between nations.

The following table shows the amount of foreign words occurring per 10,000 running words of journalistic English.

TABLE I
NUMBER OF FOREIGN WORDS PER 10,000 RUNNING WORDS: 1930 AND 1940

Year	Total Running Words	Total Foreign Words	Foreign Words per 10,000	Contextual Foreign Words	Contextual Foreign Words per 10,000
1930.....	462,929	334	7.21	103	2.22
1940.....	717,478	345	4.80	218	3.05
Total.....	1,180,407	679	5.75	321	2.72

It will be noted from the above that the proportion and the amount of contextual foreign words increased between 1930 and 1940. This is partly due to the fact that in the newspapers sampled (*New York Times*, *Christian Science Monitor*, *San Francisco Call-Bulletin*, *San Francisco Chronicle*), the use of foreign words in news articles dealing with foreign affairs rose from 3.62 per 10,000 in 1930 to 8.14 in 1940. Inasmuch as this category of news is of major importance today, the significance of this increase in foreign usage is obvious.

The following table, dealing with the amounts contributed by each foreign language, is also of interest.

TABLE II
PERCENTAGE OF FOREIGNISMS BY LANGUAGE OF ORIGIN

Language	1930		1940		Total
	Contextual	Titular	Contextual	Titular	
French.....	51.4	48.4	31.6	51.2	44.0
German.....	14.5	25.1	31.6	23.6	25.3
Italian.....	7.8	17.3	3.2	11.8	10.3
Latin.....	4.9	0.9	10.5	0.0	4.4
Spanish.....	14.9	7.3	14.7	8.7	11.0
Other.....	6.8	0.9	8.2	4.7	4.8
Total.....	100.0	99.9	99.8	100.0	99.8

While the above table shows French to be the most popular source language, it also indicates that German importations are on the increase, undoubtedly due to the prominence that Germany has received in the recent news.

When the figures in the above tables are evaluated for their contribution to the foreign language program, it should be remembered that they represent *alien* words—those words which are recent importations.

Foreign words which exist in the language today are but the “rear guard” to the infinitely greater number of *naturalized* words which form the larger part of the English language. Current foreignisms are therefore a measure of the expansion of the English language, an expansion which is largely to the credit of the foreign language teachers of past generations.

Modern Language Instruction and Music

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(Author's summary.—Modern language instruction, particularly in the colleges, often suffers from overemphasis on rational and historical aspects. Methods employed in music teaching might well prove the value of ear training and the importance of fixing mental patterns by an abundance of uniform examples.)

RECENT articles in the journals of our craft have linked, or "integrated" modern languages with a motley array of other subjects in a laudable effort to strengthen their position in the school and college curriculum. If memory does not deceive, one such ally was even social hygiene. Of course, our field is so broad that it may be regarded from several viewpoints. However, despite a fairly conscientious perusal of pedagogical papers, I have missed the mention of one good comrade, viz., music. (The class singing of folk songs can hardly be said to connect language and music in any very deep sense.)

It may well be that the association of foreign languages with music smacks too much of the dilettante and the finishing school. There are, in fact, historical grounds for such an attitude. In the last decades of the nineteenth century, teachers in the universities were training their guns on the *Sprachmeister* who were considered to be close relatives of the "masters" of music, drawing, etc. These foreign-born experts, though often skillful, were not, in the main, educators since they emphasized oral ability rather than disciplinary and cultural values. Hence it is easy to understand why their efforts were opposed by scholars seeking to establish the modern languages in an honorable position beside the ancient tongues. The prevailing opinion of the college teacher regarding this matter is well expressed by E. H. Babbitt in a paper, "Common Sense in Teaching Modern Languages."¹ This subject, the author claims, should have as its highest aim, mental discipline or culture. It may also be used as a tool, or it may be degraded to "a mere accomplishment like piano-playing or amateur painting."² The older scholars recognized the kinship of languages and music on the practical, empirical level. Thus conversation demanded a dexterity comparable with musical performance.

At this point, it may be pertinent to note some rather obvious similarities in the two fields. Both language and music employ sounds as a means

¹ *Methods of Teaching Modern Languages. Papers on the Value and on Methods of Modern Language Instruction.* (2nd edition, New York, 1915), p. 186. The conscientious efforts of head Reference Librarian, Dr. G. A. Nuermberger of Duke University failed to reveal the exact date of this paper which was written between 1891 and 1901, when the author was Instructor at Columbia University.

² *Ibid.*, p. 189.

of expression or communication. The vocal apparatus producing such sounds is virtually a musical instrument. Furthermore, both language and music make use of a set of written symbols to represent these tones. Manifestly, the active phase of music is more important than in the case of language. Yet it is quite possible for a trained musician to hear a composition with his inner ear when he examines a page of notation. Moreover, even a silent reader depends ultimately on sound to gain the meaning of the printed page.

When one scans the offerings of music departments in college bulletins today, one is struck by very familiar names: Sight Singing, Ear Training, Dictation, Free and Strict Composition, not to mention various historical and literary courses. The discussion of "rules" and "examples" in a textbook of Harmony reminds strongly of grammar. It is also significant that the modern languages have served to justify the introduction of music courses in the college curriculum. Musical composition has been compared with composition in language, musical analysis, with the intensive study of prose and poetry, while the granting of credit for applied music, viz., music in performance, has been defended on the basis of its similarity to elementary language.³

We come now to the central problem of this paper: What can we exponents of the modern tongues learn from our colleagues in the other field? In the first place, we should do well to consider the present emphasis in colleges and academies on a well-rounded training. The historical, theoretical, and practical branches of music exist in harmonious balance; no one-phase is allowed to usurp the place of another. A strong trend in music courses today, doubtless shocking to many a conservative pedagogue, is the introduction into the curriculum of courses in applied music. As an example, Yale University, which has had on its faculty the distinguished composer, Paul Hindemith, stresses the "making of music."⁴ The study made by Randall Thompson⁵ shows that most of the colleges investigated offer courses in instrumental music, usually with academic credit.

Language instruction likewise should strive for a well-balanced development of linguistic ability. In the short reading courses which are perforce gaining ground today, we run the risk of neglecting the oral-aural skills. Whether the course be long or short, whether the immediate aim be the acquirement of a speaking or a reading knowledge, we cannot afford to exclude ear-drill and repetition of spoken material. "Sound is the basis in all func-

³ Randall Thompson, *College Music, An Investigation for the Association of American Colleges* (New York, 1935), p. 36, p. 88.

⁴ Letter to the writer from Professor Richard Donovan of the Yale School of Music, July 20, 1941.

⁵ *Op. cit.*, p. 105.

tions of normal speech. . . . Sound is the basis of aural reading; sound is the basis of silent reading."⁶

The second point in which our fraternity could profit from the procedure of the music teacher is the matter of drill. All instruction in music performance, advanced as well as elementary, demands rigid drill in order to achieve the automatic or semi-automatic accomplishment of a given task. Musical literature contains a vast number of compositions, "studies," or "études," ranging from the initial to the virtuoso levels. For us, the suggestive aspect of these exercises is the ingenious technical treatment. An adequate "technique" is the *sine qua non* of any player or singer. The teacher does not concentrate on interpretation or expression without previous mastery of scales, chords, arpeggios, etc. He would be horrified at the manner in which our students plunge blithely into *Kulturkunde* even before they have any control of simple word order.

Attention must be directed here to two projects, one by Americans, the other by a German. Although neither was inspired by musical examples, both may be considered fair linguistic equivalents of musical drill, something quite different from the usual grammatical exercise. The booklet of Professors Kullmer and Thelin⁷ has twenty-one lessons, each of which contains twenty sentences or phrases, strictly uniform in pattern. These are changed, one after the other, by writing additional words on an "auctor," viz., a card with a slot just large enough to expose the original sentences. A hint of what may be expected from this procedure is given by the authors: "Since each of the twenty sentences (in lesson 4) begins with 'Gewiss ist' the rhythm takes care of the order."⁸

The second drill-book under consideration⁹ consists of two hundred and twenty-two sentence types (*Satzbautafeln*), each type comprising six examples. In his foreword, Jahn probes deeply into the philosophy underlying his scheme. The various tables represent a mould (*Gussform*) into which the raw material, viz., the individual sentences, are poured. The important feature is the mould since the drill is an "Art sprachlicher Gymnastik," which aims at exercising certain linguistic channels. (*Sprachbahnen*) by employing ear and mouth.¹⁰

It will be observed that both these books have certain points in common. Both adhere to the principle of theme and variations, or, to express it dif-

⁶ Peter Hagboldt, *The Teaching of German* (Boston, 1940), p. 106.

⁷ C. J. Kullmer and E. Thelin, *German Vocabulary Drill Book, 850 Words. Based on the Techniques of the Memory Drum. First Preparation for Reading* (Syracuse, 1933).

⁸ *Ibid.*, Manual for the Teacher, p. 1.

⁹ *Satzbautafeln zum Gebrauch im Deutschunterricht für Ausländer*. Bearbeitet von Robert Jahn. Herausgegeben vom Goethe-Institut zur Fortbildung ausländischer Deutschlehrer. Deutsche Akademie. Heft 3. Munich, no date.

¹⁰ *Ibid.*, introduction, p. III f.

ferently, the principle of interchangeable units. All the sentences are constructed according to a rigid pattern. Furthermore, both sets of exercises strive for automatic reactions through drill which largely excludes the reasoning faculty.

My experience with numerous text-books leads me to the conclusion that the ordinary grammar has few exercises of this kind. It is argued that precious time must not be squandered on mechanical, hence non-essential labor. This sort of work is unworthy of our students, often quite mature when they begin language study. Also we must uphold the dignity of our calling by underlining the historical and rational nature of our subject. In spite of the fruitful influence of the "Direct Method," there lingers, especially among college teachers, fear of the *Sprachmeister*, fear of an empirical art. Music knows no such inhibitions. Here the training of the pupil approaches its goal by gradual steps. One particular principle is isolated and drilled before it is combined with another. In language exercises, on the other hand, the variations often overwhelm the student before he has grasped the theme. The permutations soon become baffling. In addition, the automatic factor is likely to be slighted or disregarded. No amount of reasoning will produce a flawless scale, no amount of logic will cause anyone to place his German verb second in main clauses.

In conclusion, let me say that I have no wish to see soulless drill exalted to a dominant position in language instruction. I am advocating neither the uncritical acceptance of schemes like those of Kullmer-Thelin and Jahn, nor the slavish imitation of music techniques. However, the example of teachers of music, yes, even of the leaders of great orchestras and choruses, can perhaps convince us that repetition and practice, in the proper manner, at the proper time, can be reconciled with broad educational aims, with imagination and inspiration. How this task can best be accomplished in our field, is a problem for us to solve. But if the effort is made by those men and women possessing a genuine cultural background and high ideals, the outcome should not be in doubt.

Federation and the Language Problem in Europe

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"I represent a party which does not yet exist: civilization. This party will make the twentieth century. There will issue from it first the United States of Europe and then the United States of the World."

VICTOR HUGO

FOR some considerable time, the idea of Federal Union has been gaining ground in several quarters, and there are many who advocate a federal constitution as the only satisfactory means of re-establishing peace and order in Europe. The Idea of a Federal Europe is not a utopian dream, but is the basis of a stable and well balanced order of society, such as can never be achieved in a continent composed of numerous and highly disintegrated sovereign states. A Federation of the European Continent, as is exemplified in the ideal of "The United States of Europe" symbolizes the practical expression and alignment of a new outlook of political thought and economic planning, that will consolidate all that is best and worth preserving in European Society. The Idea of Federation is not new, and derives from several schools of thought which have been developing this thesis for a number of years, based mainly on two dominant factors. The first is the lessons taught by existing federations, such as the United States of America, Canada, South Africa, Switzerland, and even the U.S.S.R. itself, which embodies all the essential elements of a federal constitution, as emphasized in the formula of "Unity in Community" which is the predominant factor in Russia's present outlook. The second factor in advancing the thesis of federation is the overwhelming menace of excessive chauvinism and economic nationalism, which has revealed itself as being the logical accompaniment to the unchecked development of the sovereign state.

The problems associated with establishing a Federal System in Europe are many and varied, and foremost amongst these is the problem of languages. The great number of languages and dialects spoken throughout the European Continent, and the lack of a common tongue, presents a serious obstacle to the free and unhampered intercourse between the peoples of the different countries. This fact, nobody will deny, and many antagonists of the federal idea will immediately declare that the language problem alone is an insuperable barrier to a European Federation. However, upon logical analysis of the problem, it will be realized that great as it is, it is by no means insoluble, as we shall see by comparing the language problem in Europe with the linguistic affinity that has been achieved by way of federation in the U.S.S.R.

Within the confines of the Soviet Union, there are nearly 200 million

people, speaking more than a 100 different languages and dialects. The Soviet Union is a continent in itself, far more diverse racially and linguistically than the Continent of Europe. The present political unity and economic stability in the U.S.S.R. is a "fait accompli". The continental solidarity that has been achieved by way of federation in the Soviet Union is a great incentive to a new European Order, based on federal principles.

In the political structure of the U.S.S.R., the Russian Language is by far the most important, and it is spoken or understood by about 130 million people. It is the official Language of the Central Soviet, which functions in Moscow, and a knowledge of it is essential for participation in all the administrative duties of this body. In fact, the Russian Language has become a second Esperanto throughout the Soviet Union, and its teaching is practically universal and compulsory in the schools of the various constituent republics. However, despite the overwhelming predominance of the Russian Language in the national life of the Soviets, it has in no way eclipsed the national languages and dialects of the different republics, either from the philological or literary aspects, as every language is an integral part of the culture of the U.S.S.R. Federation of the Soviet Union and has been the primary factor in many respects, for the great zeal, with which all forms of cultural activity are pursued, by enhancing the cultural heritage of the constituent states. If the Soviet Union, with its many peoples, can achieve linguistic affinity in such a satisfactory manner, then surely an analogous solution of a similar problem in Europe is not beyond the bounds of possibility.

Although the languages of Europe are many and varied, three of them, English, German and French, are spoken or understood by probably more than 200 million people, out of a total population of about 300 to 350 million people (the approximate population of Europe, excluding the parts of the U.S.S.R. which are considered geographically as being part of the Continent of Europe). The importance and sphere of influence of these three languages, throughout the Continent for diplomatic and commercial purposes is far-reaching, and their status in a European Federal Administration would be analogous to that of the Russian Language in the structure of the U.S.S.R. There is no doubt that the relative merits of these languages, for the purposes of official usage in a federal government is definitely a more practical proposition, both from the point of view of linguistic and cultural values, than would be adoption of a purely artificial language like Esperanto, or a modification of an existing language, such as Basic English. In this connection, it is interesting to note that Esperanto, even in its heyday, never claimed more than 40,000 adherents throughout the world. The number of adherents of Basic English is certainly much lower.

Many antagonists of Federation will advance the theory that a political

consolidation of the European Continent will tend to destroy, or at least enfeeble many of the better elements of nationalism, as exemplified by the national cultural values of the various states. On the contrary, under a federal system, national cultural and artistic values will be greatly enriched to the common good of all, as has been achieved in so harmonious a manner in the U.S.S.R. The National Languages of the various states will all be maintained, and will play their assigned role in the cultural heritage of Europe, mainly because of the great literary traditions that they have endowed to the Continent as a whole. To substantiate this thesis, one has only to take the case of Switzerland, where federation has been an established fact for nearly a century. This little country, although small in area, and with a population of about $4\frac{1}{2}$ million, teaches us a valuable political lesson by reason of the unity and harmony within its borders. It is divided into 22 provinces, (or cantons, as they are called) of dissimilar size; all of which are completely autonomous, as far as internal affairs are concerned, for all have their own parliaments. Seventy per cent of the people speak German, twenty per cent French, six per cent Italian, and the remainder speak Romansch, a Germànic Latin Dialect, which has now been recognized as the fourth official language of the country. The Federal Capital is Berne, and it is here that the representatives of the different cantons meet. A member may address the assembly in any one of the four official languages. In fact, the Swiss Constitution is a model federation. Another interesting example of linguistic affinity associated with a federal constitution is Canada, where both English and French are recognized as official languages. The French Canadians, who number about three millions, or about 30 per cent of the total population of Canada, have for more than two centuries zealously guarded their language and culture, which at the present time is flourishing to a greater degree than at any previous time in the history of Canada. Although they are surrounded by more than 140 million English speaking inhabitants of Canada and the United States, they have steadfastly safeguarded their linguistic and cultural affinity.

The establishment of a federal administration in Europe would in itself do much to develop the free intercourse of peoples, by creating numerous and unrestricted opportunities for travel and enlightenment throughout the Continent. For the purpose of furthering this aim, cultural institutes could be established in all the principal state capitals. The easy and well organized system of communications throughout Europe could be utilized to the utmost, in breaking down former political barriers, which have been a source of constant unrest for more than a generation; and which in many cases are purely artificial, in relation to the racial and linguistic divisions associated with them. Many of these political interstate barriers have been responsible for keeping Europe in a state of bondage for the last quarter of a century.

A Continent with a twentieth-century system of communications has been endeavoring to maintain itself with an eighteenth century political structure.

The Language Problem in a Federated Europe can be solved satisfactorily to the mutual benefit of all concerned, providing that sufficient wisdom and foresight are forthcoming. To solve the Language Problem, would be to overcome one of the biggest obstacles to federation in Europe. A New European Order based on the principles of Federation, represents the only hope of raising the status of the *modus vivendi* of the overwhelming mass of the people throughout the Continent, and is the only constructive alternative to Hitler's so-called New Order.

The First Lesson in a Beginning Class

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(Author's summary.—A suggestion to use numbers as the first step to teach pronunciation of a foreign tongue.)

STANDARDIZATION has been a great help by which modern civilization developed to a level proudly felt by all of us. But have we not too easily changed standardization into a habit which we follow without thinking of further improvement? We have become experienced in a routine and such steps have brought us dangerously near to petrification.

Most foreign language teachers, I am sure, remember the first time when they faced a class. If the students had had previous instruction in the foreign language which the novice was to teach, the matter seemed comparatively easy. The class was asked about the work done before and points of connection could be found without great difficulty.

But what to do if the class consisted of beginners? More or less we found a solution—usually by the trial and error method.

College teaching of modern languages in recent years has centered upon the acquisition of a reading knowledge and neglected the ability to speak the language. Unfortunately this movement too often overlooked to lay the foundation for a good pronunciation. But a good pronunciation is essential and must be taught from the start.

A good pronunciation once acquired will save the student in later life embarrassment, should he be compelled to cite a word or a sentence in the foreign tongue, when addressing an audience or speaking over the radio. It helps to understand a foreign tongue when spoken and speeds up the learning process tremendously if one visits a foreign country.

I advocate the teaching of a good pronunciation from the first lesson on.

It is customary for many teachers to discuss in the first meeting—usually the students have no books yet—the value of foreign language study or to paint an historical background of the language to be studied,¹ or to give instruction for methods of studying and to indicate the kind and manner how homework is to be prepared.

One ought to devote, however, a considerable amount of the time available to a start in pronunciation.

For a number of years I gave to the students during the first meeting mimeographed sheets with cognates or other easy words and began a pronunciation drill.

¹ Valuable hints for teachers of German may be found in the articles "First Lesson in College German" by C. Rudolf Goedsche, *German Quarterly*, 1932, 153 ff. and "The First Vital Week in Beginning German" by P. R. Pope, *German Quarterly*, 1937, 54-59.

Recently I have changed that method and followed a suggestion by A. Koch.² I write the cardinal numbers from one to twenty in Arabic symbols on the blackboard and pronounce for the students the foreign words or numbers for which the Arabic symbol stands. I repeat the numbers several times, let the students repeat the words until most of them are able to count from one to ten or even further.

I say again: Only have the symbols for the numbers on the blackboard, do not write down any words. Let the students learn the numbers first orally.

The numbers from one to twenty give the teachers of such modern languages as French, German and Spanish a chance to develop most of the sounds peculiar to the respective tongues.

But one can even do more than just count. One can have a lesson in elementary arithmetic from the start by using again symbols:

Symbol	French	German	Spanish
+	et	und	mas (y)
-	moins	weniger	menos
X	fois	mal	por (multiplicado por)
÷	divisé par	geteilt durch	divido por
=	font	ist	son

And my blackboard looks like this:

1+ 2= 3	2- 1= 1
3+ 2= 4	3- 2= 1
3+ 4= 7	5- 2= 3
2+ 3= 5	7- 3= 4
6+ 2= 8	6- 5= 1
1+ 5= 6	9- 3= 6
7+ 2= 9	11- 7= 4
5+ 5=10	13- 8= 5
8+ 3=11	15- 5=10
3+10=13	16- 4=12
5+10=15	19- 8=11
4+ 8=12	17- 9= 8
9+ 7=16	14-11= 3
8+ 6=14	18-12= 6
9+ 9=18	12- 5= 7
2X 1= 2	2÷ 1= 2
2X 2= 4	3÷ 1= 3
3X 2= 6	4÷ 2= 2

² *Neuere Sprachen*, 1929, 49 ff.

$4 \times 2 = 8$	$6 \div 2 = 3$
$5 \times 1 = 5$	$8 \div 4 = 2$
$3 \times 3 = 9$	$9 \div 3 = 3$
$3 \times 4 = 12$	$10 \div 2 = 5$
$7 \times 2 = 14$	$18 \div 6 = 3$
$11 \times 1 = 11$	$14 \div 2 = 7$
$5 \times 2 = 10$	$16 \div 4 = 4$
$6 \times 3 = 18$	$15 \div 5 = 3$
$3 \times 5 = 15$	$12 \div 3 = 4$
$2 \times 10 = 20$	$17 \div 1 = 17$
$9 \times 2 = 18$	$20 \div 4 = 5$
$4 \times 4 = 16$	$18 \div 2 = 9$

(In order to save time send four students to the blackboard and let one write down the problems of addition, another the subtractions, etc.)

The next step is to ask questions. For that purpose I again use a symbol, viz. the question mark "?" and I ask: Combien? Wieviel ist? or ¿Cuántos? respectively.

On the blackboard I have:

$$? 2+3$$

Combien ~~est~~ deux et trois?

Wieviel ist zwei und drei?

¿Cuántos son dos y tres?

[Answer]

$$2+3=5$$

deux et trois font cinq

zwei und drei ist fünf

dos y tres son cinco

After the students can answer questions in addition, I turn to subtraction, multiplication and division in the same manner.

This number drill of the first lesson ought to be repeated the following days—not too extended though. In order to break the monotony I suggest to let the class "play school" and have the students ask questions in elementary arithmetic.

The method just outlined has found favor with my students and has shown good results.

Factors Contributing to Achievement in the Study of Elementary German¹

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(Author's summary.—Report of an experimental investigation with tabulated conclusions.)

THIS paper is a report on an experimental investigation² of the study habits used by Liberal Arts and Sciences freshmen at the University of Illinois in their study of elementary German. The investigation is concerned with factors which may be responsible, in part, for differences in student achievement when intelligence scores are held constant. The factors believed to have a bearing upon success in learning German were divided into those measurable by achievement or ability tests and those to be studied by interview and questionnaire methods.

In order to rule out the factor of intelligence we selected two groups of students with equal measured mental ability and with widely discrepant achievement in German. As a criterion of achievement the unweighted scores on the *Cooperative German Test, Elementary Form O*, were used. The *Otis Quick-Scoring Mental Ability Test, Gamma Test: Form B*, was used to measure mental ability. These tests were administered during the first week of the second semester, 1939-40, to all Liberal Arts and Sciences freshmen enrolled in their second semester of German.

Further data were gathered by means of tests which were believed to measure such factors as attention, reasoning, perception, and rote memory.

In addition, complete data were available from the Freshman Guidance Examination. This series included *Foreign Language Aptitude, Iowa Placement Examinations; English Training, Iowa Placement Examinations; Iowa High School Content Examination; and Iowa Silent Reading Tests, New Edition*.

Each student was given a standard interview which included items bearing on high school background, goals and interests, use of time, and study habits specific to German. The interviewer used a specially prepared form in conducting and recording the interview.

Complete data were available for 85 students. Of this number, 6 had had previous experience with German, and their records do not appear in the tabulated data. The final population from which the matched groups were

¹ See "Factors Contributing to Achievement in the Study of First Semester College German," *Journal of Experimental Education* X, 4 (June 1942), 265 ff., for a detailed discussion of the tests used and a full presentation of statistical data.

² The writers wish to express their gratitude to the German Department for their cooperation. Special thanks are due the Personnel Bureau for their advice and generous assistance.

drawn was limited to 79 students. Our study is concerned with 54 of these, or 68% of those individuals for whom complete data were available.

We were able to set up a group of 27 high achievers and a group of 27 low achievers, identical in measured mental ability and different in German achievement. Each member of the former group had a mate in the latter group whose mental ability score was the same and whose German achievement score was much lower. The lowest German score in the former group was 16 points above the highest German score in the latter group. This procedure leaves many typical students out of consideration; it was used in order to throw into sharper focus the differences between high and low achieving students.

Subsequently the entire population was re-shuffled on the basis of German grades earned at the end of the first semester's work. The so constituted high and low groups consisted of 22 pairs of individuals, each pair being similar as to measured mental ability and dissimilar as to grades earned. Since this grouping involved only four categories of measurement (A, B, C, D) the two groups were more nearly alike than were the achievement groups. With a few exceptions the results obtained on the basis of grade grouping bore out the tendencies revealed by the achievement grouping.

Test Data

The *English Training Test* reveals a significant difference in favor of the high achievers, a difference which cannot be laid to chance. The question arises: what does this mean with regard to the relationship between English training and the successful learning of German? With certainty it can only be said that those students who did well on this test also did well in their study of German. However, two possible explanations offer themselves: 1) the high achievers possess some basic skill or ability which makes possible high achievement in English *and* German; 2) these students were able to achieve high German scores because of their training in English.

The authors do not feel that the evidence justifies a categorical answer to the above question. In this connection it is interesting to compare the findings of Dean and Wall,³ who present evidence in support of the observation that the study of Latin and French contributes substantially to achievement in English. Doubtless other demonstrable factors are involved.

The high achievers scored considerably higher on the *High School Content Test* than did the low achievers. The difference was not as great as that revealed by the *English Training Test*, however.

The high achievers also scored higher on the *Foreign Language Aptitude Test*; the difference between the two groups is smaller than that revealed by

³ "The Value of Foreign Language Study for Tenth-Grade Pupils," *School and Society* 51 (June 1, 1940), 717 ff. Cf. also Thomas R. Palfrey, "The Contribution of Foreign Language Study to Mastery of the Vernacular," *Modern Language Journal* 25 (April 1941), 550 ff.

the *High School Content Test*. The predictive value of the *Aptitude Test* would seem questionable.

Without attaining statistical significance, the scores made on the *Reading Test* suggest that high achievers are considerably more likely to score higher in both rate and comprehension than low achievers.

Those tests assumed to measure memory, reasoning powers, concentration, and perception were found to be of no value in differentiating between the two groups. The implications of the slight differences are not clear. At the same time it can not be asserted that these factors are of no importance in learning German. There are two possible explanations: 1) both groups possessed these qualities to the degree necessary to learn German; 2) these tests were either too simple or too difficult, or for some other reason failed to measure the crucial range of these abilities.

Questionnaire and Interview Data

The data gathered by the interview and questionnaire methods are no more reliable than the students' reports are reliable. It is well to keep this in mind. Therefore, the differences between the two groups in the following items will be regarded as reported differences and not as objectively measured differences.

Approximately 20% of both groups reported that they had done more than incidental, casual study in high school. There was no appreciable difference in the extent to which they had done extra, unassigned reading in high school for personal pleasure or in conjunction with their studies; only a small percentage of both groups reported having done any such reading.

With regard to the number of high school years devoted to the study of foreign languages, there was a very slight advantage in favor of the low achievers. A significantly greater number of the high achievers reported that their previous experience with foreign language study had expedited their learning German; this benefit seemed to lie in a knowledge of grammatical terminology and in a kind of heightened language-mindedness.

The high achievers reported high school grades (all subjects) that tended to be significantly higher than those reported by the low achievers. When the population was compared on the basis of grades earned in German, the high school grades reported by the resulting high-grade group were very much higher than those reported by the low-grade-in-German group. Compare this with item I in table A below.

The tabular presentation gives the % of affirmative responses indicated by the high achievers (%h) and by the low achievers (%l). In some instances the responses had a numerical value; these are listed separately and mean values are used in the tabulation. The difference revealed by each item is expressed in terms of the Critical Ratio (C.R.) of this difference. A difference is said to have statistical significance when the C.R. is as great as 3.00

although, in general, greater significance may be attributed to the differences having the larger C.R. This ratio of 3.00 is the conventional statistical criterion.

TABLE A
RELATIVE STANDING OF THE HIGH AND THE LOW ACHIEVEMENT
GROUPS ON ITEMS RELATING TO GOALS AND INTERESTS

Item	%h	%l	C.R.
A. Did you have a definite reason for college	.63	.52	.82
B. Was German pertinent to your goals	.78	.48	2.40
C. Did you aim to master German	.63	.22	3.34
D. Did you view assignments as steps to mastery	.81	.33	4.09
E. Have your goals changed while in college	.85	.78	.66
F. Did you aim to master each lesson	.78	.52	2.08
G. Were you interested in German	.96	.41	5.42
H. Did you view assignments as isolated units	.52	.74	-1.72
	Mh	MI	
I. Grade-point expectancy	4.00	3.75	1.65

In Table A, items A, E, and I have to do with the students' general attitude toward their college experience. Item I bears out the tendency noted above, that college students making good grades in German had made good grades in high school. Not much importance may be attached to the C.R. 1.65, but it is apparently a reflection of the same tendency when the C.R. goes up to 2.22 in the comparison based on grades earned in German.

Items B, C, D, F, G, and H have to do with the students' attitudes toward German. Item B suggests that the high achievers had a perspective upon their study of German which gave the task at hand more meaning than it apparently held for the low achievers. The absence of a significant difference for item A suggests that this seeming greater meaningfulness is not necessarily dependent upon educational or vocational goals. Item G reveals a degree of significance that one would expect to attach to interest.

Item C further suggests the value of a long-range point of view which permits an approach in the spirit of organic, cumulative growth. This is strongly borne out by the significant difference attaching to item D. Although not too much importance may be attributed to item F, it seems to be consistent with the reported attitudes toward items C and D. Item H, with a C.R. of -1.72, which in itself is not statistically significant, becomes important when it is interpreted as the opposite of item D. This tendency is further borne out by other items below.

TABLE B

RELATIVE STANDING OF THE HIGH AND THE LOW ACHIEVEMENT
GROUPS ON ITEMS RELATING TO THE USE OF TIME

Item	%h	%l	C.R.
A. Did you follow a time budget	.33	.22	.91
B. Did you cover lessons in the time set aside	.96	.67	2.98
C. Did you make daily preparations	1.00	.78	2.75
D. Did you make use of frequent review	.30	.19	.95

On most of the items having to do with the use of time there was no significant difference between the two groups, and these data are omitted. Among them were number of week-hours worked for pay, number of week-hours devoted to extra-curricular activities, number of week-minutes devoted to reading aloud German at home, were German assignments studied in one continuous longer period or in several shorter periods, etc. The low achievers spent more time in preparing their German assignments than did the high group; the difference between the means of the two groups is roughly one and one-half hours per week but the C.R. has no statistical significance.

Items B and C reveal that it was characteristic of the high achievers to study their German each day and to leave no part of the assignments undone. Yet this group spent fewer week-hours on German than did the low achievers.

In the achievement grouping no significance attaches to items A and D. When the population was re-grouped on the basis of grades, however, these two items assumed more importance, each with a C.R. of 2.11, while the C.R. for item C also rises slightly (2.84). This means that those students who, as a regular practice, followed a time budget and made frequent use of review earned higher grades but did not necessarily score higher on the objective achievement test.

At first sight this appears to be a further indictment of the grade system and to underscore the non-measurable factors that enter into the assignment of grades. Such an explanation is too simple. Rather, it seems to lie along the following lines.

One result of the carefully worked-out program for the teaching of elementary German at the University of Illinois⁴ is that the teachers of those

⁴ Because the study techniques employed by the students in any course reflect the manner in which the course is taught, it is necessary to give a brief description of the elementary German course upon which this investigation is based. The text-book is *Ich lerne Deutsch*, by Flora Ross, Ada Esther Ross, and Albert W. Aron; Harper and Brothers, 1935. Part I is covered in the first semester. The method may be described as a modification of the "reading" method, insofar as it includes the best features of other methods, including the direct. Every aspect of

students upon whom this study is based had the same goals in mind and employed essentially the same teaching procedures. Further, there was essential unanimity among these teachers as to which vocables and idioms and grammatical skills were to be stressed and drilled in the class room and to be tested on examinations. Now, those students who follow a study program (time budget) which allows for daily German preparation and who use a part of this time for daily reviewing, should assimilate more completely those vocables and idioms and skills which the teacher stresses; and since the teacher tests for those things which have been emphasized, one should expect those students who have learned these minima thoroughly to make a better showing on teacher-constructed examinations and therefore in terms of grades.

In the light of these considerations, the differences in items A, C, and D that are revealed by the achievement grouping and the grade grouping, are to be explained in this way: a time-budget plus frequent review enabled the superior grade-group to learn more thoroughly those things which the teachers stressed and therefore to earn higher grades, while daily preparation plus thorough study of each lesson (without the factors of the time budget and the frequent review) led the superior objective-test-achievers to learn somewhat less well the teacher-stressed vocables etc. and to learn more thoroughly additional vocables etc. which gave them a higher score on the achievement test.

TABLE C
RELATIVE STANDING OF THE HIGH AND THE LOW ACHIEVEMENT
GROUPS ON STUDY TECHNIQUES SPECIFIC TO GERMAN

Item	%h	%l	C.R.
A. Did you adapt easily to college study demands	.33	.37	— .31
B. Did you drill declensions etc. silently	.52	.52	.00
C. Did you drill declensions etc. orally	.22	.33	— .91
D. Did you drill declensions etc. by writing them	.48	.67	—1.44
E. Did you study vocabulary by silent reading	.37	.56	—1.42
F. Did you study vocabulary by oral drill	.22	.19	.26
G. Did you study vocabulary by writing it	.22	.41	—1.54
H. Did you study vocabulary in context	.56	.26	2.36
I. Did you tend to read for ideas rather than single words	.89	.41	4.28
J. Did you study corrections on written work	.89	.52	3.26
K. Did you learn the "why" of exercises, etc.	.89	.74	1.44

the course is treated as a means to the end of reading with ease and pleasure. The basic words of the text are divided into "active" and "passive" vocabulary. The active vocabulary is important for quick recall and speech use, and is drilled and tested accordingly; the passive is for comprehension and recognition purposes. The grammar of Part I is largely functional.

Not included in Table C, because they revealed no significant differences between the two groups, are those items pertaining to study environment, ability to concentrate, cooperativeness in class, difficulty in mastering pronunciation of German, keeping a class notebook, and effort to associate new words with words already known.

Item A has to do with the students' "catching on" to the University way of doing things. There is little difference between the two achievement groups, but the superior grade group reported to an appreciably greater extent (C.R. 2.38) that they had made satisfactory adjustment before the end of their first semester in the University. This can be accounted for adequately by the fact that the students were interviewed at the beginning of their second semester, *after* they had received good grades in German. At the same time it will be recalled that the superior grade group reported a high school grade point average considerably higher (C.R. 2.98) than the high school average reported by the high achievement group (C.R. 1.94). The evidence bearing upon the question of grades vs. achievement uncovered in this study is by no means conclusive, consequently we limit ourselves to the statement that more is involved in earning superior grades than the acquisition of knowledge and skills that lend themselves to objective measurement, e.g. the knack for spotting the things that probably will reappear on examinations.

Item B revealed no difference between the two achievement groups, even as one would expect a fair share of all students to attempt to learn adjective endings, articles, verb forms, etc. by "reading them over."

It is interesting to note the tendency revealed by items C, D, E, and G. The low achievers consistently tend to employ, to a greater extent than the high achievers, mechanical and routine study procedures. The negative C.R. in each instance, i.e. the tendency of the low achievers to use such methods, finds confirmation in the reports of the inferior grade group. The latter reported, for example, that they studied vocabulary by writing to a considerably greater extent than did the high grade group (C.R. -2.24).

Item F reveals no appreciable difference. Item H, on the other hand, begins to approach significance; the C.R. for the grade groupings is also fairly high, 2.26. This would seem further to emphasize the value of a functional approach to the study of German and to underscore the negative value of a routine, mechanical approach. Cf. also item I.

Item I reveals a sharp difference. At the same time, this figure represents the clearest expression of the functional, non-mechanical approach which has been noted as a characteristic of the high achievement group. This result is in line with the tendency of the high achievers to score higher on the reading tests and with the reported tendency to learn vocabulary in context. Looked at in one way, item I becomes the summation of all the foregoing characteristics of the high achievers; looked at in another, all these char-

acteristics follow from this one statement which is, at the same time, a concise formulation of the aim and method of the entire course.

Item J reveals that the high achievers studied the corrections on returned written work to a significantly greater degree. This finds a measure of confirmation in the regrouping on the basis of grades, C.R. 2.01. Item K may be taken as a reflection of the tendency of the high achievers to have a clearer perspective upon the task before them.

Summary

1. The two experimental groups were identical in Otis intelligence and they differed widely in German achievement.

2. The high achievers scored significantly higher on the *English Training Test*.

3. The *High School Content Test* discriminates to a lesser extent between high and low German achievers than does the *English Training Test*.

4. The discriminatory value of the *Foreign Language Aptitude Test* is questionable.

5. The slightly higher scores of the high achievers on the *Reading Test* seem consistent with this group's functional approach.

6. The high achievers reported that their high school language work helped them in learning German.

7. The high achievers reported better high school grades than the low achievers. Those students who earned high grades in German reported materially better grades in high school.

8. The high achievers were interested in German, they wanted to master the language, and they looked upon lessons as steps leading toward their goal. The opposite was true of the low achievers.

9. The regular preparation of each day's assignment in its entirety was characteristic of the high achievers and of the group earning high grades in German.

10. Setting aside time for frequent review was an important characteristic of the group earning high grades in German.

11. It was characteristic of the high achievers to employ a functional approach to the study of vocabulary and grammar. This includes the careful study of corrections on written work.

12. It was characteristic of the low achievers to employ a mechanical, routine approach.

Conclusions

It has been claimed that less capable students cannot pursue languages with profit. Our test data make clear that this is not the case.

It might be interposed that the difference in achievement can be explained on the basis of the greater interest shown by the high achievers. Granting this, the high achievers consistently tended to employ certain

study techniques which the low achievers consistently tended not to employ. Effective study habits and motivation are most intimately inter-related.

Those study devices which were found to be significant derive from the carefully thought out teaching program. Before one can have effective learning there must be a sound teaching program, consistent within itself and having a clear goal.

Time and effort devoted to teaching students how to study effectively is time and effort well spent; it can only heighten the effectiveness of teaching. The old saying that "the smart ones will get it anyway" has little foundation in fact; it is a convenient way out.

L'Année Littéraire Mil-Neuf Cent Quarante-Deux

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À MESURE que la guerre se prolonge, les tentatives pour entretenir la flamme sacrée de la culture française demandent plus d'efforts. Mais le zèle ne manque pas, et il faut ajouter que si les difficultés semblent s'accumuler en Europe, les succès semblent s'affirmer de ce côté de l'océan, à New York surtout et au Canada où règne la plus complète liberté de presse. Il n'en est pas moins vrai que, comme l'année précédente, les livres non publiés doivent être la plupart du temps plus importants que ceux qui ont pu voir le jour en France. Les renseignements qui suivent n'ont pu être recueillis sans quelque difficulté; il faut excuser des omissions bien involontaires, des données qui auraient dû trouver place dans la chronique de 1941, et même des renseignements où notre bonne foi aurait été prise en défaut.

D'une façon générale la main du vainqueur loin de se faire plus légère n'a fait que peser plus lourd sur le monde intellectuel. On serait presque tenté de voir des intentions sinistres sur la culture française jusque dans le choix des monuments que les Nazis veulent faire disparaître à Paris, le groupe de la liberté à la Place de la République, les statues de Corneille et de Rousseau aux deux côtés du Panthéon, la statue de Voltaire au quai Voltaire, la statue de Berthelot devant le Collège de France, la statue de Dolet, victime de l'intolérance religieuse, au Boulevard Saint-Michel... Et serait-ce à cause des rapports entre l'anthropologie et le problème racial des Nazis que l'envahisseur s'est particulièrement acharné sur le personnel et les collections de l'incomparable Musée de l'Homme au Trocadéro—tout le personnel dispersé, trois femmes fusillées, le directeur, M. Rivet, réussissant tout juste à se sauver dans l'Amérique du Sud? Personne, d'autre part, ne doute que c'est pour avoir refusé de révéler quelque secret d'ordre scientifique que le grand savant Holweck a été sommairement assommé par la Gestapo. Et c'est certainement dans le but d'éteindre si possible le génie culturel de la France que l'on choisit avec soin les hommes d'élite comme otages destinés à payer de leur vie le mécontentement des maîtres de l'heure. Parmi les neufs victimes saisies en septembre, toutes des célébrités en France, il en est qui nous sont particulièrement connues pour nous avoir visités en Amérique, tels M. Petit-Dutaillis, de l'Institut, et Marcel Bouteron, le grand Balzacien et bibliothécaire de l'Institut. A moins que les choses s'expliquent autrement un jour, il est inquiétant de voir que le grand persécuteur de la religion en Allemagne, Hitler, ait trouvé comme collaborateurs en France de grandes personnalités catholiques, comme

Pétain, Mgr Baudrillard, Maurras. On a peine à comprendre pourquoi tant de nouveaux noms semblent devoir être ajoutés à la liste des "collaborateurs" déjà curieusement longue en 1941, comme H. Béraud, A. Billy, J. Boulenger, feu Pierre Champion, A. Demaison, J. Giono, Jolinon, R. Maran, Paul Morand, M. Pagnol, Pourrat, Puget, Schlumberger, Thierry-Sandre, Strowski, Vallery-Radot. . . . On sait que certains prisonniers avaient obtenu leur liberté s'ils consentaient à travailler pour les Nazis, comme Benoit-Méchin, et Louis Thomas—dont le volume *Nancy-Munster, Six mois de captivité*, contient ces mots: "On ne peut trouver d'homme plus fin et plus lucide que Laval." Il y en a cependant qui font entendre un tout autre son, comme Édouard Herriot, qui, du fond de sa retraite forcée, jeta au monde son éloquent *Message aux pays libres*. Non moins éloquent est une *Lettre aux Anglais* de George Bernanos (l'auteur enflammé des *Grands Cimetières sous la Lune*, à propos de la guerre en Espagne, 1938). C'est une critique sévère de la politique de la Troisième République; Bernanos est catholique, quoique pas néo-thomiste, libéral et démocratique dans toute son attitude. Aux États-Unis nous avons les Maritain, les de Kerillis, les Philippe Barrès, les Saint-Exupéry, et tout le personnel du journal *Pour la Victoire*. Quelques réfugiés comme Jules Romains (qui a quitté New-York pour le Mexique), et André Maurois, écrivent abondamment, mais n'ont pas tenu à rendre leur position tout à fait claire aux yeux de certains de leurs lecteurs; Bernstein s'est tenu à l'arrière-plan depuis quelques mois. On trouvera un article fort intéressant sur ces questions d'allégeance dans un article de Pierre Mendès-France (*Pour la Victoire*, 15 août) sur "Le droit de savoir." L'auteur y révèle que les soi-disant grands journaux et périodiques, comme *Le Temps*, *L'Illustration*, et naturellement la *Pariser Zeitung*, ont des tirages considérablement réduits, ou à peu près nuls, tandis que la presse régionale a pris une importance considérable, telle la *Dépêche de Toulouse*, ou même des journaux de Lyon et de Marseille. On demande beaucoup les journaux de la Suisse française, et la *Weltwoche* publiée à Zurich. On trouve encore dans cet article des renseignements sur la presse clandestine très active, avec les noms d'une vingtaine de feuilles sur un total d'environ soixante; *La libre Belgique* demeure la plus connue, qui n'avait pas cessé de paraître un seul jour pendant la guerre de 1914-18: les noms sont assez révélateurs de l'esprit qui les anime toutes: *La France continue*, *Le Feu*, *L'ordre nouveau*, *Liberté*, *Valmy*, *Petites ailes*, *Voix de Paris*, etc., etc.¹ Le périodique le plus violemment vichyste fut encore *Gringoire*, comme en 1941, le plus libéral était *L'Esprit* qui fut supprimé avant la fin de l'année.

Les maisons d'édition qui en France ont le plus publié, avec l'assenti-

¹ NOTE:—Le New York *Life* a publié, le 24 août, un article sensationnel signé Richard de Rochemont, au sujet des "traîtres" de France, dont les uns, souvent désignés par leurs noms doivent être assassinés, d'autres fusillés, d'autres encore appelés en jugement pour répondre de leurs actes anti-patriotiques.

ment des Nazis, furent le quasi-fanatisme collaborationniste Grasset, puis Plon, A. Michel, Gallimard, Flammarion. A Lyon, Lardanchet a beaucoup poussé ses affaires. Au Canada, où la presse est libre, Valiquette, de Montréal s'est multiplié; et à côté de lui, la maison Pony et celle de L'Arbre ont augmenté aussi leurs rayons de livres français, volontiers favorisant les ouvrages catholiques. A New York, les Éditions de la Maison Française, et Brentano ont rivalisé de zèle, tandis que les représentants de 'Free France' (aujourd'hui 'Fighting France') ont publié toute une littérature de propagande contenant des renseignements de première importance (535 Fifth Avenue, N. Y.).

On ne saurait passer sous silence dans ces pages différentes institutions qui ont entretenu la flamme sacrée de la culture française aux États-Unis. On connaissait déjà l'œuvre féconde d'écoles d'été comme celles de Middlebury College, Vermont, de Penn' State College, Pensylvanie, de Mills College, Californie; on connaissait également le travail patriotique du Lycée Français, à New York. Il faut ajouter en 1942 la fondation d'une École libre des Hautes Études, inaugurée le 14 février, dans le grand auditoire de Hunter College à New-York, et dont les cours, faits par des professeurs réfugiés de France et de Belgique, sont donnés dans les locaux de la School for Social Research, 66 West, 12th Street. Ce fut sous les auspices de cette École libre que furent organisés les Symposiums français de Mount-Holyoke College, du 17 août au 12 septembre; (On pensait faire revivre en Amérique le souvenir des réunions de Pontigny, une pittoresque vieille abbaye en Bourgogne où le philosophe Edouard Desjardins, l'auteur d'un petit livre qui avait fait du bruit en 1891, *Le devoir présent*, invitait chaque année, en été, ses amis). La Fédération de l'Alliance Française fit sa part pour maintenir les vieilles traditions, ses locaux étant toujours au French Institute, 22 East, 60th St., N. Y. (Président Prof. Bert E Young, d'Indiana University). Le Prof. Courtines, de Queens College, N. Y. faisait circuler dans diverses villes une exposition de livres français et canadiens. *La Gazette des Beaux-Arts*, de Paris, fut reprise provisoirement à New-York, en anglais.

* * *

Avant de nous arrêter aux ouvrages parus en 1942, réservons ici quelques lignes à des renseignements sur les personnalités littéraires du jour:

L'Académie a été frappée par de nouveaux deuils: André Bellessort, secrétaire perpétuel, Em. Picard, Ed. Estaunié, Mgr Baudrillart. Il y aurait ainsi neuf vacances; mais il a été décidé d'attendre pour de nouvelles élections la fin de la guerre; les élections doivent avoir lieu au Palais de l'Institut, et beaucoup des Académiciens ne seraient pas à Paris. Seuls y demeureraient Duhamel, Lecomte, Hazard, Paléologue et Jérôme Tharaud sauf erreur; Mgr Baudrillard qui y était mourut dans l'année, et Abel Bonnard s'en fut à Vichy pour devenir Ministre de l'Instruction publique auprès, du Maréchal Pétain; à Vichy se trouvait aussi l'historien Madelin; Maurras

était à Lyon avec *L'Action française*. L'amiral Lacaze, Mauriac et Valéry ne passaient qu'occasionnellement à Paris; tous les autres étaient dispersés (Voir un article par Giron, dans *Voici*, Mars, 1942, "Où sont les Académiciens"). De même, faute d'un nombre suffisant de votants, on ne put nommer de successeur définitif à M. Bellessort, et M. Duhamel fut nommé Secrétaire perpétuel provisoire (!). Paul Hazard avait été reçu officiellement, mais non publiquement en vue des circonstances; il lut son Discours de réception devant le comité de lecture seulement. Les réunions du jeudi, pour la préparation du Dictionnaire, nouvelle édition, continuèrent, mais fort peu fréquentées. Bien qu'on ne prévoie pas d'élections avant de longs mois, les candidatures s'annoncent déjà: Le baron Seillière, Jacques Chevalier, le philosophe catholique de Grenoble, Paul Morand (qui se rangea du côté des "collaborationistes"), René Peter, l'auteur d'une récente *Histoire de L'Académie*.

A relever ici qu'un certain nombre de prix furent décernés par L'Académie; voici ceux dont la nouvelle est parvenue jusqu'en Amérique: 'Grand prix de littérature,' à Jean Schlumberger; 'Prix du roman' à Jean Blauzat, pour *Orage du matin*; le 'Prix Broquette-Gonin' à René Maran, pour l'ensemble de son œuvre; un prix à Mgr Calvet, recteur de l'université de Lille, pour un *Bossuet*, et un autre à Henri Guillemin, professeur à Bordeaux, pour la première partie d'un ouvrage *La machine infernale* (relatant les persécutions de Rousseau, l'auteur de la *Profession de foi*, par les "philosophes" du XVIII^e siècle); un prix à Émile Henriot pour un roman *À la recherche d'un château perdu*; des prix pour des œuvres historiques: Marcel Dunan, *Napoléon et l'Allemagne*; Marquis de Luppé pour *Les travaux et les jours de Lamartine*; un prix à Henri Mondor pour une *Vie de Mallarmé*; deux prix pour deux ouvrages sur *Charles Péguy*, par Roger Sacristain et par Pierre Péguy (voir *Année littéraire* 1941). On juge par la plupart de ces prix de quel côté, politiquement parlant, se trouvaient les sympathies des immortels. Une somme de 77 000 francs fut en outre allouée qui devait être répartie entre les hommes de lettres prisonniers en Allemagne soit pour des livres publiés avant la guerre, soit pour quelque activité intellectuelle parmi leurs frères de captivité.

L'Académie Goncourt perdit deux de ses dix membres: Léon Daudet, et l'historien Pierre Champion dont la mort avait suivi de si près son élection. Ici aussi on décida de remettre après la guerre de nouvelles élections. En décembre 1941, le 'Prix Goncourt' avait été attribué à Henri Pourrat pour son livre *Pour que la terre refleurisse*; l'intention était de choisir un lauréat en décembre 1942; mais les circonstances ont bien changé depuis que fut faite cette promesse.

Mentionnons ici quelques autres deuils dans le monde des lettres: Le vénérable historien Ch. Seignobos (87 ans); l'artiste et écrivain Jacques-Emile Blanche, Emile Bauman, le romancier catholique; Victor Margueritte

auteur de *La Garçonne* (qui causa son expulsion de la Légion d'honneur); Tristan Derème, le poète; Albert Cahuet, le romancier; Maurice Magre; Pierre Péguy.

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Les publications de l'année furent abondantes, mais comme on devait s'y attendre, de valeur inégale; et fort souvent aussi des productions importantes s'offraient sous la forme de brochures. Pour des nomenclatures détaillées, le lecteur consultera des journaux et périodiques assez nombreux en Amérique, tels *Pour la Victoire* (hebdomadaire, 535 Fifth Ave., N. Y.); *Voici* (mensuel, Carmel, N. Y.); *French Review* (trimestriel, 228 East, 45th St., N. Y.); *Amérique* (N. Y.); *Le Travailleur* (Worcester, Mass.); et, en anglais, p. ex. *Books Abroad* (Norman, Oklahoma).

D'abord les livres sur la guerre, les plus nombreux naturellement: En français (parfois traduits) et en Amérique: Philippe Barrès, *Nos prisonniers*; André Chéradame, *La clef de la victoire*; Henri de Kerillis, *Français, voici la vérité* (titre un peu sonore, mais admirable de contenu); Pertinax, *L'année terrible*; Geneviève Tabouis (qui édite *Pour la Victoire*), *Ils m'ont appelée Cassandre*. En anglais: Raoul de Roussy de Sales, *Making of To-morrow*; Albert Guérard, *The France of To-morrow*. Ces livres, tous favorisent la cause des Nations alliées, mais des dispositions différentes percent nettement p.ex. chez Thierry-Meaulnier, *La France, la guerre et la paix*, ou chez R. L. Fargues, *Refuges*. Plusieurs livres combinent des souvenirs de guerre avec des commentaires; ici la place d'honneur appartient incontestablement à un "best seller" en anglais aussi bien qu'en français, *Pilote de guerre* (*Flight to Arras*) par Antoine de Saint-Exupéry. Remarquable aussi, *Le camp de Chartres*, par André Malraux. D'un témoin encore *L'évasion d'un Saint-Cyrien*, par Alain de Cé. Sous le nom de *Louis le François*, un réfugié publie ses notes au jour le jour jusqu'au moment de sa fuite de France: *J'ai faim*, éloquent dans sa sombre monotonie. Richard Levinson, *La guerre sans mystère*; Erich Noth, *La guerre pourrie* (par un Allemand qui écrit en français; Pierre Varillon, dans *Veille au large de nos marins* fait une histoire de la flotte française colorée de Vichysme; enfin une sorte de roman philosophique à la Voltaire commentant les événements des dernières années, *Le veilleur de la tour*, par Ch. Mégret; et Denis de Rougemont, *La part du diable*. Parmi les romans de guerre, citons: Alex. Arnoud, *La nuit de St. Avertin* (un village près de Tours, scène d'un épisode de la fuite de Paris en 1940); Jacques Debrû-Bridel, *Jeunes ménages* (pendant l'orage de 1940); Claude Eylan (Baronne Van Boekop) *Jardin 26*, dramatique histoire qui commence en Hollande et finit à Java); Vladimir Pozner, *Deuil en 24 heures* (décrivant surtout l'invasion formidable des chars de combat). Un bon nombre de petits écrits de circonstance à tirer hors de pair: J. Maritain, *Les droits de l'homme et la loi naturelle*; A. Maurois, *Petit traité sur les politiques d'hier et*

les libertés de demain; André Morize, *Devoirs d'aujourd'hui et devoirs de demain*.

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Si nous passons aux rubriques ordinaires en fait de production littéraire, le chapitre POÉSIE sera très bref. Le No. 6 de *Poésie* (1941) a passé l'océan, un numéro consacré à Rimbaud mort il y avait cinquante ans. La revue *The American Scholar* a publié des fragments d'un long poème *Jean sans terre*, par Yvan Goll, réfugié en Californie, et probablement frère de la romancière Claire Goll (voir *Année litt.* 1941)—il ne s'agit pas du fils de Henri II d'Angleterre et d'Eléonore d'Aquitaine, mais du poète lui-même, en ce moment "apatride." Mathilde Monnier, l'artiste bien connue en Amérique, a réuni ses poèmes sous le titre *Dispersion*. On trouvera quelques indications sur des poètes canadiens, surtout sur Hélène Chabot, G. Martin et D. Lévesque, dans un article du Prof. Félix Walter, dans *Univ. of Toronto Quarterly*, avril, 1942.

Depuis la guerre, le THÉÂTRE a, plus que tout autre genre, fait face un peu à la tourmente, encouragé du reste par les Nazis qui y voyaient une distraction heureuse aux horreurs de l'occupation. La Comédie française favorisait la reprise des classiques, mettait à la scène une nouvelle traduction de l'*Œdipe* de Sophocle par Boissy, commémorait le 83^{me} anniversaire de Maurice Donnay par une reprise de *L'autre danger* (1902), et accueillit les acteurs du Staatstheater de Berlin pour la représentation de l'*Iphigénie en Tauride* de Goethe. À la seconde scène subventionnée, l'Odéon, on signale une reprise des *Romanesques* de Rostand, et une pièce nouvelle, *Le curé espagnol*, par Roger Ferdinand. Juvet avec sa troupe passa la plus grande partie de l'année dans l'Amérique du Sud, sans hâte, dit-on, de retourner à Paris; Dullin, au Théâtre de la Cité (ancien Th. Sarah Bernhardt) montait *La princesse des Ursins*, par Simone Jolivet; George Baty, à Montparnasse donnait une *Marie Stuart*, par Mme Maurette (auteur heureux en 1938 de *Madame Capet*); les Mathurins donnaient *Madame Espérance* par Marcel Achard; La Michodière, après *Hyménée* de feu Bourdet, donnait *Négligente* de C. Clouzot avec Yvonne Printemps comme principale interprète. Sacha Guitry, entièrement converti alors au 'collaborationisme,' offrait *Voici l'Empereur*, et *N'écoutez pas, Mesdames*. Tout à fait 'collaborationiste' se révéla aussi Mme Alice Corrêa, qui, aux Ambassadeurs, mit à la scène *Mariage en trois jours* de Julien Luchaire (père du fanatique pro-nazi Jean), et *Echec à Don Juan* par Claude-André Puget. La province française avait grand besoin de distraction; celle-ci fut offerte par différentes troupes qui se constituèrent et parcoururent les routes de France comme un jour Molière et son 'Illustre théâtre'; ce nom même fut repris; et d'autres s'appelèrent "Le rideau gris," "Les quatre saisons," "Les comédiens Mouffetard," "Les comédiens routiers," etc. (Voir le numéro d'août, de *Voici* publié à Carmel, New York). Les plans de Louis Verneuil, pour une saison

de théâtre à New York ont été ajournés indéfiniment, semble-t-il. La nouvelle pièce de Bernstein, *Rose Bourke* (avec Merival et Katharine Cornell) sur un vague fond guerre, a été représentée à San Francisco et à Détroit, mais n'a pas encore paru à Broadway.

Comme nouvelles du monde théâtral on a appris que Sacha Guitry avait remplacé feu Victor Boucher comme président de l'Association des artistes dramatiques. Madame Ludmille Pitoëff, a fait son apparition à New York à plusieurs reprises, entre autres dans *L'Annonce faite à Marie* (au Barbizon Hotel). Gaby Morlay a fait une tournée artistique en Suisse. Michel Georges Michel a publié un petit volume à New York *Gens de Théâtre*.

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Le chapitre du ROMAN qui en temps normal est si abondant, en demeure à la partie congrue cette année encore. Outre les romans classés avec les livres de guerre, voici les principaux titres qui nous sont parvenus: L'éditeur le plus actif à Paris paraît avoir été une fois encore Plon, avec des romans comme *L'ombre de la douleur*, par Daniel Rops (re-publié par Pony, Montréal), *Le jugement de Dieu*, par Troyat. Grasset aussi a lancé des romans ou des volumes de nouvelles: E. Peisson, *Aigle de la mer*, G. Vercel, *La Clandestine* (aussi des histoires de la mer). Flammarion publie des récits de la jungle par André Demaison, *Intrigues de la forêt*. Autres écrivains connus: F. Mauriac, *Brigitte*; A. Billy, *Félicité*; A. Beuler, *La bête de joie*; G. Siméon, *La veuve Coudère*; Ém. Henriot, *À la recherche d'un château perdu* (ce récit du temps de la Révolution couronné par l'Académie). À New York, Jules Romains fit paraître avant la fin de l'année un mince volume, le XXI^e des *Hommes de Bonne volonté* intitulé *Journées dans la montagne*. Du Canada, nous vient un petit roman d'Alfred Glauser, *Le vent se lève* (l'histoire d'un jeune Français qui vient s'établir dans un petit village du Canada).

Sous la rubrique DIVERS il faut citer les souvenirs de Léon Daudet, *Quand vivait mon père*, (ré-imprimés par Pony, au Canada), et des volumes de mémoires par Fr. Mauriac, Gontran de Poncin (l'auteur de *Kabloona*), Maurois, Caillaux (5 vol.). *La Revue des Deux mondes* a donné, en série, les *Carnets de Ludovic Halévy* (l'auteur de *La belle Hélène*). Des livres d'histoire: Les frères Tharaud, *Le rayon vert* (cour d'Isabelle la catholique); Aug. Bailly, *Histoire de Venise*; O. Aubry, *Napoléon et l'amour*; Em. Gabory, *Anne de Bretagne*, etc. Des histoires de saints (non prohibés par les Nazis): *Saint-Dominique*, par M. P. Gillet; *Les mystiques de France* par Daniel Rops. Des volumes d'essais: Ch. Maurras, *Sous la muraille de Chypre*; Léon Daudet, *Sauveteurs et incendiaries*; Maeterlinck, *L'autre monde et le cadran solaire*; E. Pérochon, *Évasion au pays romand*. Henri Laugier (prof. à la Sorbonne, maintenant à Montréal), *Au service de France au Canada*. Jules Romains, un petit livre divertissant, *Salsette découvre l'Amérique*.

Il reste à indiquer quelques études LITTÉRAIRES ET CRITIQUES

parues en France et plus souvent encore en Amérique: **XVI^e siècle**, un *Montaigne*, par Aug. Bailly. **XVII^e siècle**: H. Peyre, *Le classicisme français*; Mgr Calvet, *Bossuet*; D. Rice McKee, *Simon Tissot*. **XVIII^e siècle**: J. R. Miller, *Boileau en France* (ces deux derniers à Baltimore); **XIX^e siècle**: Duc de la Force, *Chateaubriand au travail*; Mathew Josephson, Victor Hugo (N. Y.); A. Maurois, *Mistral*; L. Maury, *La pensée vivante de Proudhon*; J. H. Walz, *Jules Verne* (vie romancée, Holt, N. Y.); Wm. K. Cornell, *Adolphe Retté* (New-Haven). **XX^e siècle**: Saintonge et Christ, *Fifty Years of Molière Studies, 1892-1941* (Baltimore); M. Coindreau, *La farce est jouée, 25 ans de Théâtre français*, et S. H. Rhodes, *Contemporary French Theater* (anthologie). Pour terminer, deux livres très importants: Georges Lemaitre *From Cubism to Surrealism* (Harvard Press), et Pierre Brodin, *Les écrivains français de l'Entre-deux guerres* (Gide, Claudel, Colette, Giraudoux, Martin-du-Gard, Maurois, Duhamel, J. Romains, Montherlant, Green, Malraux, Saint-Exupéry)—pub. chez Valiquette, Montréal; en vente à N. Y., 1915 Walton Ave., Giaouque.

Foreign Languages and Aviation

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(*Author's summary.*—Germany considers a knowledge of foreign languages of prime importance in connection with aviation.)

WITH the opening of the fall semester, school systems throughout the country have introduced courses in aviation. In many cities a concerted effort is being made to make youth air-minded. Work in aviation is being required of high school students who have reached their eighteenth year. Specialized science and mathematics are being stressed. On the other hand, absolutely no mention is made of the place of foreign languages in this connection.

This is all the stranger in view of the fact that a committee of language teachers under the direction of the writer, made a translation of hundreds of German articles on the subject of aviation and the curriculum for the Aviation Education Research Project, which is reworking this material—considered exceptionally valuable, for use in the schools throughout the nation.

Those of us who translated the articles were deeply impressed with the comprehensiveness and thoroughness with which the subject of aviation and the schools has been treated ever since 1934. The most valuable material was found in a Berlin monthly entitled "*Luftfahrt und Schule*" and intended for the use of the school teachers of Germany.

The editors had carefully studied and classified all available British and French material. Every subject in the curriculum, from the kindergarten through the *gymnasium*, was skilfully correlated with aviation. Attractive special bulletins and manuals were issued in given school subjects. Among the matters discussed in the magazine articles were: air-minded fairy-tales, myths and songs; British aviation verse; the construction, by pupils, of air raid shelters; the organization of pupil air raid squads; the building of model airplanes; aviation as related to instruction in physics, chemistry, mathematics, geography, history, meteorology, biology, art, health, the vernacular, and, *foreign languages*.

The important place assigned by the Germans to foreign languages in connection with all phases of aviation is in striking contrast with our own almost complete disregard of this factor. The achievements of the Germans in the field of aviation are universally conceded. May we not, then, with profit examine what they have done with reference to foreign languages in relation to aviation?

Following are the main ideas of an article by Friedrich Köhler entitled "*Die neueren Sprachen im Dienste deutscher Luftgeltung*" (The Modern

Languages in the Service of German Air Efficiency) from "Luftfahrt und Schule" of November, 1938. They are typical of the German point of view.

What contribution can a knowledge of foreign languages make to the struggle for air power? The mastery of modern languages furnishes us in a measure with those intellectual tools and weapons which we do not and cannot afford to reject.

In glancing at the areas in which modern languages are of significance for aeronautics, the first that comes to mind is that of air travel. Through hard work and under the most unfavorable conditions, Germany built up its world air service after the war. An increasing number of foreigners availed themselves of German lines. In the securing of this clientele not an insignificant rôle was played by the publicity service. All types of travel literature from simple folders to striking posters and profusely illustrated brochures were issued in foreign languages, to assure the world public of the safety, comfort, and reliability of the German airlines. Not only was attention given to the winning over of a traveling clientele, but also to the presentation, in attractive form, before and during the flight, of the construction and equipment of the planes, of the journey itself, and of recommended air trips.

In preparing the advertising matter in foreign languages, it was not simply a matter of translating German material verbatim. It ought to be extremely interesting to every student of foreign languages to note what skill was employed to express the thought with psychological accuracy. This advertising literature may be used with profit as lively and practical illustrative material in the foreign language classroom. The languages in which folders are issued are English, French, Italian, Spanish, and Portuguese.

A comprehensive survey of the entire air service, useful for air officials and travel agents, as well as the general public, is the Reich Air Guide (*Reichsluftkursbuch*), issued in German, English, and French.

For the personnel of the airports a wide knowledge of foreign languages is of great importance. A large number of air officials at home and abroad come into daily contact with passengers from all parts of the world. They must frequently refer to material published abroad, as the "Guide de communications aériennes de Grèce." For the Balkans and Greece, French is indispensable.

Participation in the councils of the International Air Traffic Association, of which the German Lufthansa is a member, makes a knowledge of foreign languages on the part of air officials highly desirable.

As for the pilot himself, the many flying meets and international competitions demand that the competitors be able to speak one another's language. Such a knowledge is of considerable personal and practical value, as well as an aid in the promotion of international understanding.

In the field of aeronautical engineering, foreign languages are especially

of value to the export firm. The amount of advertising material in English, French, Spanish, Portuguese, and Italian is impressive. English and French are largely used as mediums to reach prospects in eastern Asia and the Balkans. The German air industry is continually seeking large numbers of young men as salesmen and as engineers, who have a sound foreign-language training.

According to the leading German airplane firm, a knowledge of foreign languages is of "extraordinary importance." Experts in the industry certainly ought to be able to read foreign engineering publications, so that they may have first hand acquaintance with the advances in technology all over the world.

Recognizing the importance of the latter, the German Aeronautical Laboratories in Berlin have established a special Bureau for Scientific Reports. This office has on file over 200 technical journals; it publishes a magazine entitled "Foreign Air Literature" and issues pamphlets in German, English, and French.

A mastery of foreign languages is particularly important in the field of international air law. The German air service is a member of the Comité International Technique d'Experts Juridiques Aériens (CITEJA).

From the practical standpoint the school must prepare our young people for air service. In the foreign languages classes of the lower schools interest can be aroused in aeronautics by the reading of stirring accounts of pilots. Correlation with other subjects, especially with mathematics and the sciences, must be secured.

Later, in the higher technical and engineering schools, far more stress must be placed on the work in foreign languages. It is of the utmost importance for later efficiency in aeronautical engineering, the airplane trades, and the air service itself.

Open Letter to a Professor of Speech

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(*Author's summary.*—An appeal to all professors of Speech for definite union with professors of English and the foreign languages in a whole-hearted maintenance of the common front, with acknowledgment of dependence on the great arsenal of language, Latin.)

THE excellence of your language, together with the fine form of your writings as a natural concomitant, impresses me greatly, and is the immediate stimulus for the present observations. I wrote you something to this effect once before, adding that I was sure you had studied Latin and some modern foreign language, and asked you whether you thought your English was affected fundamentally by such study. You replied that it "might have been" so influenced.

I do not purpose to find fault with the sincere lukewarmness of your statement, nor even to tell you anything about language interdependencies, of which you have doubtless heard as much as I. It is a matter of emphasis or "priorities" that I have in mind, for I cannot help fearing that some of the foundational necessities of language are neglected by a great many professors of Speech who have given their allegiance to the great god, Functionalism.

It is a little difficult for us out in the provinces, so to speak, to discuss certain topics with those who live and move in academically more favored environments. Thus I was stirred to impotent vexation the other day in reading an address of a noted professor of French in Harvard, in which he expressed a bland sort of doubt that foreign languages are and have been losing ground in the United States. His ideas came from his experiences in élite centers of education, and from letters from colleagues round about, presumably also high-placed. Now it is very easy to take a roseate view of our professional affairs in the presence of ambitious young language students. But it must be noted that it is possible to persuade ourselves that all is well largely because we so strongly wish it to be so. Enthusiastic, we see enthusiasm around us, and consistently neglect to peer beneath student surface. It is visible also that professors can easily adopt the doctrine of keeping to themselves whatever gloom may oppress them, so that clients may be kept in good humor and atmospheres of teaching failure be dispelled.

The Harvard professor sees no decline in language enrollments in his neighborhood, and this fact (if it is a fact) adds to his complacency. But I wish to mention a feature of the present educational status which goes far to nullify the good that might come from maintenance of enrollment, and which should be of concern equally to instructors in the foreign languages,

English, and Speech. I am thinking of the pitiful state of inadequacy of college student English, either for the learning of the modern foreign languages, or for satisfactory advancement into the realms of any literature, or for the making of products of training in Speech that are not at the same time glaringly unformed in language culture, and suffering thus from one of the worst and least readily curable of deficiencies.

In pursuance of the thought of poor language bases, I am personally anxious that an important article be read by all teachers of English, the foreign languages, and Speech. This is "Words, Words, Words," by G. P. Dilla, in *School and Society* for Feb. 24, 1940. Here it is shown, with illustrations that can be verified by all competent instructors in language or Speech, just what sort of canker it is that "galls the infants of the spring" who look to them for care and nutriment.

A city school superintendent urged the teachers in his system to bear very lightly on grammar, since otherwise, he affirmed, they would mar interest in literature. There must be many like him, for in the country as a whole grammar logic and understanding, surprisingly in the light of progressive education's pretensions, exist only among a relative few. An "English as she is spoke" is generally cultivated, not an English such as can and ought to be in a country no longer "young," which has no convincing excuse to assign for most of its scholastic delinquencies.

Actually, of course, there is not a huge amount to learn in English grammar. Those who come from poor language environments may, with effort, secure a hold on the minimum necessities in the case; and those whose family circle is more literate, with attention can talk at least with fluency and approximate correctness. But nevertheless most teachers of English composition are in a state of chronic depression, often bordering on despair. And since the grammar of our native speech has not in general been assimilated into the warp and woof of the student mentality, the latter can hardly be expected to cope with languages in which grammatical "going" is rough, that is, Latin-like, and demanding of the intellectual best of manhood and womanhood.

A more important consideration still is that aspirants for French, Spanish, Italian, German, Portuguese, and such other tongues as press for recognition, shall have as a basis whereon to rest their ambitions a respectable knowledge of English words, long, short, and medium. Without this fundamental possession it is quite impossible to master French and Spanish, and the others, to an extent that will serve properly the individual, the nation, or international understanding and good will. On the point of the practical vocabulary illiteracy of a majority of our college students, Miss Dilla's article mentioned above is particularly informative. With the facts there presented before his mind's eye, the Harvard Professor of French may lose some of his complacency because students keep crowding the language

gates, the professor of English literature will begin to insist on vocabulary width and depth before he lets down the bars to admission into classes in Shakespeare and Milton, and the professor of Speech, whose sentiments are not too mediocrely "functional," will see that his charges are able to crawl, in language as well as in logic, before he begins his exercises in teaching them to walk.

Recently a prominent book-reviewer bewailed the fact that the "best-sellers" of today are nearly all doomed to oblivion because of the incapacity of their authors to produce enduring quality of English. When I asked him if he did not attribute inadequacies in this regard among most of our writers to the by-passing of sustained Latin in the schools, he declined to commit himself, but offered no alternative suggestion. I was thus left to wonder just what his theory is of the passing of distinguished English in large measure from the American scene. Some other well-informed men, including Franklin P. Adams and John Kieran (see *School and Society*, Sept. 26, 1942), confirm the view of the essentiality of Latin in warmest terms.

So also do the classicists, the graduate professors of the modern foreign languages of our family, and the graduate professors of English. That is to say, if the many to whom I have directed inquiry are representative of their brethren.

Latin study is the principal fountain-source of full and rounded English, necessary as an early begun and faithfully pursued adjunct to the study of English in all its phases. If there are language and literature professors who can build satisfying superstructures on foundations from which Latin is missing, I bow to them in wonder and praise, for theirs must be a power not of this earth.

Is it not highly important that professors of Speech point the way of students to highest quality in English? If graduates in Speech have learned the mechanical tricks without possessing themselves of the heart and soul essentials of the language, are they not pathetic, not to say dangerous encumbrances upon those whom they in turn are to direct and lead? Is it not time for teachers of Speech, along with those of English, Spanish, etc., to begin to take cognizance of the immediate need of concentrating with all forces on the promotion of sound language, involving the lifting of Latin to the place of greatest honor among formative factors?

A share of the responsibility for propaganda to this effect cannot be shifted from the shoulders of genuine leaders in the field of Speech, whatever enticements may tend to lead them away from attention to truths and warnings like the present, respectfully submitted.

*Language in the War**

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(*Author's summary.*—Language is a powerful implement that has always moved men to speculate on its origin and marvel at its power. The United States is now operating in every segment of a globe of alien speech. To win the war and to fulfill its world mission the United States needs citizens who know the chief languages of every continent.)

YOU have been told over the radio, at public meetings, and in newspapers, posters, and circulars that fighting men and skilled workers, mechanics and white-collar technicians, guns, airplanes, tanks, and ships, medical science, chemistry, and engineering will win this war—the peoples' war against Nazifascist oppressors and Japanese militarists who are of the same Fascist breed and creed as their European masters and by this victory ensure the triumph of political, social, and economic freedom for our own country and, indeed, for the entire world.

With numerous men and many machines we can win the war against enemies who have resorted to force and relied on the strength of allies within our very bosom to impose their slave way of life upon us. With numerous men and many machines we shall win the war because with such material instrumentalities we shall speak the language of the enemy, the language of force, the force that happily is ours as no other nation's, the language which our enemies pre-eminently understand beyond any possibility of misunderstanding, a language whose elements and sounds issuing from a mightier endowment than they command must cause them deadly fear not only for their Nazifascist cause but likewise for the safety of their own persons.

This will be our answer to tyranny: force—the force exerted by a free people not held down by the dread of tomorrow, nor depressed and cowed by the terror imposed upon disarmed and unarmed fighters for liberty.

Now, we have other equipment for use in our daily labors and our task of building the house of victory and freedom.

We have our hands, our eyes, and our ears. We do not think of these as a worker's tools, because they have been part of us from birth and we take them for granted. Day by day, with little or no thought of the organs through which each of us carries out the plans of the mind for the conquest of our world, we create the goods and perform the services of civilization, measure the mountain we are to cross and read the thoughts of the living and the dead, listen to the power of the waterfall we are to harness and hear the messages of joy and sorrow, of sense and nonsense, of truth and falsehood that only man can utter. This is the value, the preciousness of the hand that holds, the eye that sees, and the ear that hears.

* Delivered over the radio for the College of the City of New York in June, 1942.

The Power of Language

But the hand that makes conventional strokes with a pen, the eye that perceives the characters that transmit ideas, and the ear that catches the sounds that express the truths or untruths in other men's minds are dealing with the most marvelous implement ever developed by man. So marvelous is this implement that during many centuries it was considered a gift made in Heaven and bestowed upon man to enable him to defy destruction. "Divine" they labeled it. We know, however, that unlike the hand, the eye, and the ear, language was not born with us. It is not inherited along with the color of our hair and skin; it is a thing acquired. It has to be painfully learned.

But speech has such mysterious power over us that we prize it only when it is gone; we are ensnared by it without knowing what has betrayed us and we are freed by it without realizing that the power to lift up can become the power to destroy. For language is a two-edged tool. A lie can be formed into a correct sentence so that, linguistically, it stands alongside of truth. An enemy can tell the truth and a friend can say something that is not true. A lie may be stated in bold and beautiful language and the truth may be expressed in faltering, imperfect speech. Truth clad in polished, sonorous drapery is no more than truth; truth in simple dress is none the less truth. Untruth gilded by the spell of fair words and a sweet-sounding tongue does not become golden truth; untruth in tattered garments is still the opposite of unadorned truth.

An old maxim "actions speak louder than words," while it applies a test, records the experience of the ages as to the might of speech—the power to throw us off our guard, the power to numb our mental faculties—the power to frustrate our most reasoned determinations. We find our way to the truth by the proverbial test—and a faculty which we should keep ever keen: our ability to analyze and distinguish, to determine the outcome of thoughts that lie behind the spoken or written words and to separate propaganda which is socially refreshing from propaganda that confines our common enterprise and welfare.

Foreign Languages in the War

Language—the world of speech—embraces, of course, not only our own tongue, but hundreds upon hundreds of foreign tongues. We are now for the first time in our history, and perhaps for all time to come, operating in every segment of a globe of alien speech.

Our detached, isolated, and provincial past is dead beyond recall. The United States has reached its majority. History has made us citizens of a world power and history tells us how citizens of a world power must act or be overwhelmed by the deluge. If the earth is to become a livable place and our own land a worthy component of that earth, we must assume the activities of men dealing with the entire world.

Meanwhile, at the beginning of our irrevocable world career, we have an antifascist war to fight. We must fight it in the domain of language as we fight it in other spheres of military activity. We must avail ourselves of the science and art of language; we must enlist in our national forces the specially trained skills that linguists possess. The linguist must listen in on the enemy's councils; he must tap the enemy's wires; he must interrogate the captured enemy; he must intercept the enemy's messages written in his own and other languages or in a linguistic disguise; read the enemy's documents; decipher the enemy's code; meet the falsehoods the enemy showers upon his own people. This demands a knowledge of alien speech—a through-and-through knowledge of foreign languages. We must confound the enemy with his own tongue, as we break him with the physical weapons we concentrate against him. With our allies we must sit down around the council table, understand, not guess, their thoughts and proposals; draw up exact plans for co-operation and distribution of tasks, and recognize friends from enemies.

Language, like guns and planes, is in this war and it is unsoldierlike, unscientific, and suicidal for us to behave as if the calls of foreign tongues that daily shout into our ears are nothing but noises in the air. What was once a remote necessity is now a very near and pressing need. The more than arrow-swift airplane, clearing mountains, rivers, seas, and oceans drops foreign friend and foe into our midst in an overnight flight; the motor vehicle, more rapid than the fastest chariot of old, carries to our doors visitors and invaders from distant territories; the motion picture brings to us scenes of peoples and regions and monuments and customs that only the rarest reconnoiterer was until yesterday privileged to behold and report; the time-annihilating and space-devouring radio instantaneously wafts into the most secluded rooms of our abodes the sounds of languages and tongues spoken by men inhabiting the remotest climes of the globe.

Let us not forget—these mediums offer more than a one-way communication to us—they are our means of communication with the world.

In far-off Cathay, men singing the battle cry of freedom as they rally against a ruthless exploiter and destroyer teach us one of the arts of war. Chinese warriors eagerly and studiously flock to classes in Japanese, in order, as they put it, "to learn the language of the enemy." To learn the language of the enemy, it may be added, is to know the enemy and to meet him on terms more favorable to ourselves.

The presence of foreign friends beside whom we fight and with whom we shall have to deal in multiple ways makes successful fighting and negotiating depend on linguistic understanding. We must understand our friends as only men speaking the same speech can understand each other.

We must remove the disadvantage of having the peoples of the tiniest countries abroad understand our language while they lie concealed from us through our ignorance of theirs.

Darkened eyes are suddenly flooded with light when the native language is sounded, a trumpet call to the creation of understanding. Once while traveling in Europe I met a man whose pained face reflected inability to communicate adequately with his fellow men. He was the speaker of an unusual language from a distant country. When we found that we both knew French, the transformation in human relationship was electrifying. It would have been fully regenerative if I had known his language.

In Germany, in the nineteenth century, when there was some measure of freedom, at least for intellectuals, the science of linguistics was developed by that persistent and careful work that the Germans had learned to put into so many other activities. The Nazis have used this knowledge or, rather, debased it. We must use it for victory and freedom.

Counterattack with Foreign Languages

Do not for a moment think that the Japanese conquered the extensive isles of Oceania and the lands of Thai and Burma by guns and planes alone. They used the languages of Oceania and of Burma to wage a very effective and persuasive campaign of propaganda against the British, the Dutch, and ourselves. Helpless and speechless, we were beaten in the linguistic field. We were beaten by a foe marching under the fraudulent and defrauding banner of "liberation."

Our counterattack, lest we lose the war elsewhere in Asia and Africa as we have temporarily lost it in Burma, must be based on intimate contact with the language of the people.

At the conclusion of the present global war the United States of America will most probably emerge as the earth's leading military, economic, and educational power. To fully avail itself of the mighty resources at its disposal and to perpetuate its ability to promote the progressive march of civilization, the enrichment of mankind both materially and spiritually, it will need citizens whose organs of speech can command words of liberty, justice, fraternity, and fair dealing in the chief languages of Europe, Asia, Africa, and America.

Pending the glorious day, we salute our Chinese allies with the war cry of *sheng-li tze-yu*; our Russian allies with *pobeda i svoboda*; our Dutch allies with *overwinning en vrijheid*; that also for our Belgian allies—with *victoire et liberté*; *victoria y libertad* for resurrected Spain and our neighbors from the northern border of Mexico to the southern tips of Argentina and Chile; for Brazil *victoria e liberdade*; *Sejr og Frihed* for Norway and Denmark; for the unchained French people, a new, reinvigorated *liberté, égalité, fraternité*; *Befreiung* for the cleansed people of Germany; *rinascenza* for the awakened people of Italy and so on around the great circle of the globe back to English with VICTORY AND FREEDOM.

An Open Letter to Foreign Language Teachers

C. R. GOEDSCHE

Northwestern University, Evanston, Illinois

(*Author's summary.*—Foreign-born language teachers expect their students to pronounce correctly the sounds of the language they teach. By the same token, these teachers should feel the obligation to pronounce correctly the sounds of the English language.)

ONE day several years ago as I was about to criticize one of my students for his seeming lack of ability to pronounce some typically German sound, I suddenly seemed to read in his eyes: "Your English pronunciation isn't anything to brag about!" Ever since that day I have been trying hard to improve my English pronunciation, and as an inspiration and guide to my efforts have taken private lessons in our School of Speech. Today my pronunciation is by no means perfect but I do feel 'safer' and much more confident in the classroom. I have attempted to explain the problem as it appeared to me after giving it some serious thought and have chosen to do this in the form of an 'open letter.' Certain foreign language instructors whose mother tongue is not English may wish to consider themselves recipients of this letter.

DEAR PROFESSOR—:

You will remember that, at the last meeting of our course, you praised me highly for having been the only student in the class who had learned to pronounce the foreign language like a native, i.e. without any trace of an English accent. I should feel proud of your commendation were it not for certain conflicting ideas I have concerning my achievement.

I remember that you told the class at its first meeting that it was 'the simplest thing on earth' to learn to read in a foreign language; that even the poorest student could, with some persistence, learn to pronounce words and sentences correctly.

With this in mind, I don't feel that I have achieved anything deserving your praise. I did nothing more than follow your advice; namely, to read aloud a few sentences each day and to pay close attention to your pronunciation of the foreign language. It was really very simple, just as simple as you had told us it would be. To be sure, reading aloud at home was of great help, for I did not have much opportunity to practice reading in class. In our year-course we had approximately 120 class periods. If we had practiced reading throughout each period of fifty minutes, each one of the twenty-five students would, in theory, have had a chance to use the language for two minutes each day, or four hours during the entire year. Of course, sometimes we read in chorus, and each student could have read silently whenever a classmate read aloud.

So the fact that I acquired sounds and sentence rhythm of a foreign language with relatively little practice seems to prove your statement that 'it is the simplest thing on earth to learn to read in a foreign language.'

On the other hand, I am compelled to discredit your statement when I hear certain modern language teachers speak English. Remember, I don't mean idiomatically correct English, I merely refer to their pronunciation. I grant that certain English sounds may be difficult for a foreigner; but this is, no doubt, true of any language. I know from my experience that it is true of your mother tongue,—the language I learned to pronounce like a native.

My father once told me: "Foreign language teachers should speak English with an accent; it proves that they know the subject they teach." Frankly, I don't agree. A foreign accent may have been an asset in the drawing room fifteen or twenty years ago, but I see no reason why such an instructor could not show his talents as a linguist by speaking English better than his best student speaks a foreign language. These men are highly trained; surely they have studied phonetics. Why wouldn't the advice you gave us apply to these teachers as well, i.e. to read a few English sentences each day, and to listen carefully to the spoken language. Consider furthermore the great advantage these teachers have as compared with us students. We are exposed to the language only fifty minutes four days a week, while they hear English, so to speak, twenty-four hours seven days a week.

Doesn't it seem likely that a student who realizes this and hears the lame pronunciation of his German or French teacher will conclude either that it is next to impossible to acquire the correct pronunciation of a foreign language, or else that a good pronunciation is unimportant? And it really doesn't seem unimportant to me because I know how hard it is to understand the English of certain language instructors.

Don't you think this situation injures the cause of foreign language teaching? I should like to know what you think about it.

Very sincerely yours,

YOUR STUDENT

About the Collapse of the Third French Republic

FRITZ NEUMANN

Evansville College, Evansville, Indiana

(*Author's summary.*—The collapse of France should teach Americans a lesson; the future will see the birth of a new France with which Americans can cooperate.)

THE reasons for the unexpectedly sudden collapse of the third French Republic are increasingly becoming clear to us. The victory of the military machine of the third Reich was built upon an ideological offensive against which the power of resistance of the third Republic proved utterly helpless. The "myth" of this third Republic had grown old and stale after seventy years of existence. Basically the same thing happened in France which had happened before in Italy and Germany. The intensity of internal strife between tradition and privilege on the one side and the danger which the "haves" felt when they looked at the unrest among the "have-nots" of society was too great. The frame of the liberal democratic state could no longer balance those forces or hold them together. The Italian and German "haves" called in the Fascisti and National Socialists to destroy "Marxism"—only in order to find themselves finally chained to the new military and one party state and its ruthless policy from which however those "haves" gain rich profits. The French "haves" refused to embark upon resistance and fight against Germany before they would have accomplished their own "new order." Therefore they too had to accept finally the masters of the third Reich as the masters of France. The men of Vichy preferred this to continuing the fight at the side of Britain. The fact that America seemed neither ready nor willing to throw herself into the war against the Axis last summer certainly had something to do with the fateful decision to surrender of the Bordeaux cabinet meeting. The men of Vichy are continuing to bet on the German victory and are trying to keep together what little power may be left to them. They still think that their "collaboration" with the Germans will prove to be part of the "wave of the future."

But behind this picture of social and political events there is a background of deeper strife in the soul of France herself. Only this background gives the explanation why this sudden collapse came to French democracy where the tremendous economic crisis never reached nearly the proportions of the social earthquake of Germany and the United States after 1929. French economic life was so well balanced that it never got into the difficulties of American and German capitalism. Unemployment figures with their millions tell the story explicitly in Germany and America. They never rose in France even to the one million mark. France remained up to this war the country of the famous "*Français moyen*," the economic system of which was built upon the small farmer and the middle class man in general.

She suffered only incidentally from the curse of big industrialism. Why of all countries then should internal strife become so vicious in France that the opponents of the popular front regime in 1936 should proclaim through the mouth of some of their more irresponsible elements that they would prefer Hitler in the Champs Elysées to Léon Blum? There is a spiritual fact behind this. The old struggle between "the two Frances" has been going on ever since the great French revolution. There was a long period of rest—or should we say of armistice—in this fight between the Dreyfus affair around 1900 and the bloody manifestation of the nationalistic leagues in February 1934, when the old battle cries were revived with a new meaning. This tragic fight started in 1790 when the pope and the Catholic church rejected the new establishment of the church within the framework of the new liberal state. From that day on the Catholic church in France bound herself closely and almost unbreakably to the system of the old absolute monarchy and to the class of feudal privilege. Then the nation was torn wide open. And all through the nineteenth and the beginning of our own century the church kept this alliance with the forces of privilege and "order." This went so far that during the Dreyfus affair the church became the main force on the side of militarism which sent an innocent man to Devils Island. They tried up to the last minute to uphold their crime for the sake of their "prestige." No wonder therefore that in so many cases in France allegiance to the church became mainly a matter of social snobbishness and that the hearts and minds of the real spiritual leaders of the nation and of the bearers of its inspiring traditions of "ornate reason," love of human dignity and spiritual freedom were inclined to agree with the old battle cry: "Le cléricalisme, voilà l'ennemi!" France therefore became the only great Catholic country where the Catholic church never could get in touch with the labour movement. Still in the 20's of our century when the old church state struggle of the days of Combes and Clémenceau's was almost forgotten you could hear the French working man curse the priest as his worst enemy. This development on the other side drove the forces of liberalism and labour into a free-thinking rationalism which became more and more stale and barren as time went on. The official philosophy of modern French democracy this way grew into empty slogans which had lost any inspiring spiritual power. We have a true picture of this unhappy state of affairs in the accurate portraying of one day in a typical French village which one of the masters of modern French fiction, Roger Martin du Gard has given us in his little book "Vieille France." The author depicted vividly the emptiness of the soul on both sides of the political fence. He promised however to give us one day a picture of "jeune France."

And as a matter of fact he and the other great writers of contemporary France since the beginning of our century have not only written on this topic all the time in all their works—more than that, they have started

creating it,—in the spiritual sense. Henri Bergson, André Gide, Romain Rolland, Péguy, Roger Martin du Gard himself in his masterly "les Thibaults" Raynal in his "Le tombeau sous l'Arc de Triomphe," Jacques Maritain in his philosophical writings—they all in many ways and many directions express that clear and deep spiritual force which is as far from the old rigid conservatism of French Catholicism as it is from the stale scepticism of the end of the nineteenth century. It is only the tragedy of France that this great flowering of French and truly "European" spirit was not sufficiently challenged by dire necessities and brutalities of a real crisis of the social and political order. The security of state and society prevented French spiritualism to embark upon new answers to the social questions of our time. Now that crisis has come to France as utter defeat and suffering under the heel of the most brutal conqueror of modern times. All friends of France feel that this nation without which there can be no Europe will rise with greater spiritual and physical strength drawn from its great traditions of both Frances; France of Joan of Arc and France of the torch of the never ending fight for human dignity, "ornate reason" and social justice. "Young France" will finally blend these two streams together and make a constructive contribution out of which finally will arise something which might really be called "in God's own time" the wave of the future.

May we here in America upset and bewildered by happenings on the surface of French political life at this tragic moment not stop studying and appreciating the wealth of great spiritual and artistic life which is being produced in France and keep our faith and our friendship for France more than ever now where she is so completely—as Maritain puts it so well—a prisoner of war. A new Europe with which America can live together and can go on continuing our common priceless heritage of Western civilization—will be born with a rebirth of France.

• Notes and News •

WANTED—TRANSLATOR-CENSORS

THE Office of Censorship is in urgent need of translators of German, Spanish, Italian, and Japanese to serve as censors of international mail written in those languages. A very real contribution to the war effort would be made by those who are qualified in these languages by entering the Government service at the low entrance rate. Opportunities for advancement are many and promotion of qualified persons is rapid. For instance, one supervisory position exists for every ten examiners, and hundreds of examiners are required *immediately*. There is a tremendous task which must be performed *now*.

Translators of German or Italian are paid at the rate of \$1800 per annum; Japanese, \$2300 per annum. It is repeated, promotion is rapid for persons who possess the ability to supervise others.

If you are interested, please write to the District Postal Censor, 252 Seventh Avenue, New York, N. Y. and request an application blank. Time is of utmost importance in this matter, and if well qualified translators are not obtainable quickly it will be necessary to employ persons of inferior qualifications who are available locally.

In addition, a number of other Postal Censorship Stations located both within and outside the continental limits of the United States need translators of the following languages: Albanian, Arabic Group, Armenian, Basque, Bulgarian, Czech, Estonian, Gaelic, Greek, Hawaiian, Hindi, Hungarian, Icelandic, Indian Dialects, Ladino, Latvian, Lithuanian, Maltese, Persian, Philippine Dialects, Polish, Romansch, Slovene, Spanish, Swiss, Turkish, Welsh and Portuguese. The salaries paid depend in part on whether the language involved is considered common or uncommon and whether the post of duty is in the United States or abroad. If you are interested in any of these positions please write to the Chief Postal Censor, Apex Building, Washington, D. C. for application forms.

CASA PAN AMERICANA SCHOLARSHIPS

CASA PAN Americana, center for Latin-American studies on the Pacific Coast, announces the availability of twenty scholarships for the 1943 summer session, June 28–August 7. Ten of the scholarships will be awarded to Latin-Americans, and ten to North Americans. Applicants should write for blanks. Address Dr. John H. Furbay, Director of the Summer Session, Mills College, Oakland, California.

FREE FILM AVAILABLE

A 16 mm. color film is now available, covering the life and activities of the *Casa Pan-Americana* of Mills College. The sound edition has narrative in English, Spanish, and Portuguese. There is no charge for the use of this film. (There is also available a companion film on *La Maison Française*, with narration in English and French.)

Requests should include a choice of three possible dates, should specify whether silent or sound version is desired, and should indicate the approximate number of persons who will see it. Address:

CASA PAN-AMERICANA, Mills College,
Oakland, California

SCHOLARSHIP AWARDS MADE TO U. S. STUDENTS FOR GRADUATE WORK IN LATIN AMERICA

THE INSTITUTE of International Education, of which Dr. Stephen Duggan is Director, has announced the award of 17 grants for research at universities and libraries in Latin America during 1943. The appointments were made by the Institute on the recommendation of an eminent group of United States educators interested in the other American republics.

Seven appointees are holders of travel fellowships offered by Pan American Airways for the year 1943, and also have been awarded maintenance grants administered by the Institute to cover their living costs while abroad. These appointments are as follows:

John Alvin Floyd of Durham, New Hampshire; professor at the University of New Hampshire; B.A. 1928 Boston University, M.A. 1937 Middlebury; to the National University of Colombia, at Bogotá.

Eugene Vernon Harris of Alexandria, Minnesota; graduate student at Ohio State University; B.A. 1937 State Teachers College; to the University of Chile, at Santiago.

George Drew Hocking of Gambier, Ohio; professor at Kenyon College, Gambier, Ohio; B.A. 1925 Wisconsin University, Ph.D. 1936 Johns Hopkins University; to the National University of Mexico, at Mexico City.

John Atherton Hutchins of Erie, Pennsylvania; graduate student at the Fletcher School of Law and Diplomacy, Medford, Massachusetts; B.A. 1941 Allegheny College, M.A. 1942 Fletcher School of Law and Diplomacy; to the University of Brazil, at Rio de Janeiro.

Kathleen Augusta Nicolaysen of Dunellen, New Jersey; instructor at Sullins College, Bristol, Virginia; B.A. 1939 Barnard College, M.A. 1940 Columbia University; to the University of Havana, Cuba.

James Monroe Smith, Jr., of Baton Rouge, Louisiana; instructor at the University of North Carolina; B.A. 1938 Louisiana State University, M.A. 1941 University of North Carolina; to the National University of Buenos Aires, Argentina.

Dorcas Luella Turner of Fullerton, California; instructor in the Fullerton Union High School; B.A. 1925 University of Southern California, M.A. 1933 University of Southern California; to the University of San Marcos, in Lima, Peru.

Three Junior Roosevelt Fellowships, providing maintenance and round-trip transportation, were awarded to:

Virginia Drew of Tomah, Wisconsin; graduate student at the University of Chicago and lecturer at the Field Museum; Ph.D. 1940 University of Wisconsin; to the Escola Livre de Sociologia e Política de São Paulo, Brazil.

George William Luttermoser of Detroit, Michigan; now serving as Helminthologist with the Ministry of Health in Caracas, Venezuela; B.A. 1933 College of the City of Detroit, Doctor of Science 1937 Johns Hopkins University; to the School of Malariology, in Maracay, Venezuela.

Paul Douglass Waldorf of Mays, Kansas, and Wilmette, Illinois; teaching assistant in the Department of Romance Languages, Northwestern University; B.A. 1929 Baker University, M.A. 1930 University of Kansas; to the National University of Mexico, in Mexico City.

Three maintenance fellowships, providing living expenses for a maximum period of ten months, were granted to the following:

Albert William Bork of Tucson, Arizona; instructor at the University of Arizona; B.A. 1935 and M.A. 1938 University of Arizona; to continue studies at the National University of Mexico, in Mexico City.

Ellen Irene Diggs of Monmouth, Illinois, and Atlanta, Georgia; assistant, Department of Sociology, Atlanta University; B.A. 1928 University of Minnesota, M.A. 1933 Atlanta University; to the University of Havana, Cuba.

Virginia Campbell Geiger of Sheldon, Iowa, and Barrington, Illinois; B.A. 1942 Grinnell

College; recipient of the Iowa Federation of Women's Clubs scholarship; to the University of Costa Rica, in San José.

Two scholarships awarded by the University of Chile for study in its summer school were assigned to United States students who are already in South America:

Joseph Bruce Griffing of Sacramento, California, and Ames, Iowa; graduate assistant Iowa State College; B.S. 1941 and M.S. 1942 Iowa State College; Roosevelt Fellow 1942 to the University of San Marcos, Lima, Peru.

Robert Beattie Skelton of Auburn, Alabama; instructor in Modern Languages at the Alabama Polytechnic Institute; B.A. 1937 Michigan State Normal College, M.A. 1938 University of Michigan; Roosevelt Fellow 1942 to the University of Brazil, Rio de Janeiro.

A maintenance grant-in-aid was awarded to Leonor Holmes of New York City; B.A. Mount Holyoke College; 1942 appointee to the Crandon Institute and the University of Montevideo; for further sociological research in Uruguay and Chile.

Miss Rose Alvernaz of Berkeley, California, a graduate student at the University of Chicago, will study child welfare legislation at the University of São Paulo, Brazil, on a maintenance award and travel grant.

Many United States students are as yet unaware of the opportunities for fruitful study in the Latin American republics. The University of San Marcos in Lima, Peru, is the oldest university in South America, dating from 1571, or 65 years before Harvard University was founded in the United States. The National University of Mexico is even older, having been established in 1553, and it is steadily growing in importance. All the other universities chosen by the students have a long and honorable history as well as an active interest in current affairs. While hundreds of students come from Latin America to the United States each year, a smaller number have gone south to study the languages and culture of the other American republics. The 17 students included in the present awards, whose appointments are subject to clearance by the Passport Division of the Department of State, are expected to keep alive in wartime the growing United States interest in Latin American universities.

COLLEGE TEACHERS ASKED TO JOIN IN PLANNING NEW NATIONAL BROADCASTING COMPANY SERIES ON PAN-AMERICAN LITERATURE

IN A MOVE which may prove to be an important new factor in network broadcasting, the National Broadcasting Company has invited every college teacher of subjects related to Latin American affairs to participate in the planning of a new program series.

To meet the specific needs of such college teachers and their students, NBC has inaugurated the first planned basis for participation by teachers in advance of the preparation of a program series.

The program series which the teachers have been invited to help plan is one devoted to a cross section of the outstanding literature of all the American nations, it was announced by Dr. James Rowland Angell, NBC public service counselor, and Sterling Fisher, director of the NBC Inter-American University of the Air.

The literature series will go on the air early this Spring as the third course offered by the NBC Inter-American University, Dr. Angell explained. "Lands of the Free," the history series, is heard on NBC, Mondays, 10:30 P.M., EWT. "Music of the New World," the music series, is broadcast Thursdays, 11:30 P.M., EWT.

All Inter-American University programs are coordinated with the needs of college classroom groups. "Lands of the Free" has been assigned, as required listening in history classes in a number of colleges. Similarly, the Music Educators National Conference, composed of more than 30,000 teachers of music, has undertaken a nationwide study to determine how "Music of the New World" can be integrated into college and high school music courses.

However, the literature series will be the first ever presented by any network which was

planned in advance with the college teachers themselves. Every teacher of subjects related to Latin American affairs in the nation's colleges has been sent a draft outline of the projected series. They have been asked for detailed criticism and suggestions, not only of the contents of the outline, but also of the techniques of the radio presentation.

Besides its potential value as an educational medium, the NBC Inter-American University of the Air is expected to become a force in promoting greater understanding among the nations of the western hemisphere. The courses are designed to offer the American people education, through entertainment, on a university level.

Although each broadcast is a complete unit in itself, it is also an integrated link in a great chain of dramatizations of historic events. It is planned to encourage the casual listener to become a systematic listener; first to one entire series, and, finally, to the rounded whole.

The broadcasts have been created for university use, but they are not designed to be heard in the classroom. Because radio is essentially a mass communication medium, NBC has directed its programs to those people who would not, otherwise, have access to the scholarly resources of university learning.

STATE DEPARTMENT HONORS "UNLIMITED HORIZONS"

THE DIVISION of cultural relations of the U. S. State Department is translating six scripts of NBC's "Unlimited Horizons" series into Spanish and Portuguese. The programs will be transcribed and distributed among radio stations in Latin America. The State Department selected the programs as representative of United States culture.

"Unlimited Horizons" dramatizes significant scientific achievements. It is heard on NBC Sundays, 11:30-midnight, EWT and is produced in cooperation with University of California, Stanford University, California Institute of Technology, University of California at Los Angeles, University of Nevada, University of Arizona, Santa Clara University, and several other universities.

"LANDS OF THE FREE" FOR CUBA

THE Cuban Ministry of Information has requested scripts of "Lands of the Free" for translation and production on its station, CMZ, Havana. "Lands of the Free" heard on NBC Mondays, at 10:30 P.M., EWT, is a course in history broadcast by the NBC Inter-American University of the Air.

A GERMAN QUOTATION

PROFESSOR EDWARD F. HAUCH of Hamilton College, Clinton, N. Y. would be grateful to any reader who could lead him to the source of the following lines:

Soll dein Leben ohne Pein
Und dir immer wohl sein,
Musz dein Herz so hart wie Stein
Und dein Schädel hohl sein.

THE HON. PAUL V. MCNUTT ON FOREIGN LANGUAGE STUDY

IN HIS address at the Baccalaureate Service of the Massachusetts Institute of Technology on January 31 last, the Hon. Paul V. McNutt, chairman of the War Manpower Commission, made the following remarks on the study of the modern foreign languages: "Is it too much to hope that the end of the war will find a pool of technically trained Americans ready, Americans specially trained also in the languages, traditions and backgrounds of foreign countries, who will be available for undertaking the most instantly pressing needs of post-war reconstruction abroad? That, it seems to me, is a goal to aim at."

Reviews

CROW, JOHN A., *Spanish American Life*. New York: Henry Holt and Company, 1941. Price, \$1.60.

Spanish American Life has already made a permanent place for itself in our Colleges and Universities. Professor Crow has presented all phases of life in our neighboring countries to the south. The three divisions: *Backgrounds*, *Experiences in Daily Life*, and *Selections from South American Literature* cover the field thoroughly and interestingly. To hurry up the background knowledge, much material in English has been included.

The notes, at the bottom of the pages, except when they become too copious, as happens a few times, are a real time saver. The exercises, which follow the completed text, are of the *idiom*, *question* and *composition* type. These are kept short enough to be usable and still are complete enough to give real help to the student and the teacher.

The author has made a conscientious attempt to grade the text. A fairly consistent control of the vocabulary has been exercised.

The illustrations, which consist of photographs and drawings, add much to the attractiveness of the book. The drawings attempt to relieve the seriousness of the text by introducing a bit of humor.

We feel that, all in all, the author has produced a valuable book that serves as a civilization text as well as preparation for later serious study of the language and literature of the countries concerned.

JAMES O. SWAIN

*University of Tennessee,
Knoxville, Tennessee*

WALSH, DONALD D., *Cuentos y Versos Americanos*. New York: Norton, 1942. Price, \$1.45.

This little collection, we prefer not to call it an anthology, fills a real need. As Mr. Walsh explains in his *Preface*, most of the collections we have are aimed directly at intermediate or advanced classes. *Cuentos y versos* can be used as early as the second semester or the third quarter of first year Spanish. The notes, visible vocabulary and slight tempering of the text of the selections make this possible and even feasible. The editor suggests the use of the poems for memory work, a valuable type of work if we are going to develop an acceptable pronunciation and a feeling for the beauty of Spanish in our students.

The very short statement of origin, importance and period of each new writer is just long enough not to worry the student. Mr. Walsh is again aiming not so much at technical teaching of literature as satisfying the intellectual curiosity of the students.

Almost all the countries are represented. This fact is important with elementary and intermediate classes; our students are often so ignorant of the names even of the Spanish American countries! Just knowing for example that the Dominican Republic has authors who write the same Spanish taught in their beginning books will mean a lot to the students.

The notes and the visible vocabulary are very important. With only twenty pages of notes, the editor has taught much Spanish. The wise teacher of elementary or intermediate classes will make good use of these.

Nor is the usefulness of *Cuentos y versos* . . . limited to elementary and intermediate classes; third and fourth year classes may well use this collection in connection with the reading of more serious literature, the novel, to advantage.

No one expects agreement on the selections to be used in a book of this kind. For example, I should have enjoyed seeing *El día que me quieras* and *Canción de primavera en otoño*, but such merely personal opinions do not invalidate a collection.

No careful check has been made of the vocabulary. Only repeated use can discover such weaknesses that can occur in vocabulary and notes.

We prophesy for Mr. Walsh great popularity for his book.

JAMES O. SWAIN

University of Tennessee,
Knoxville, Tennessee

GREENFIELD, ERIC V., *An Outline of Spanish Grammar*. New York: Barnes & Noble, 1942. Price, paper \$1.00, cloth \$1.25.

Here we have another brief Spanish Grammar in thirty-six lessons. Professor Greenfield has given us a very carefully worked out *Preface* in which he explains that he has set the order for introducing points of grammar in a *logical* sequence. It is, however, difficult for some of us to see how it is so very logical to delay the presentation of the perfect tenses so much (Lesson 24). Much remains to be done before any one can claim he has found the answer to the order of presentation of points of grammar. About all we can agree on is the definite article. Almost without exception this is introduced in the first grammar lesson.

Leaving aside the academic question as to whether the order of this grammar is logical, I think that we will all agree that a reduced vocabulary (620-650 words) is an acceptable modern trend. We are glad that some effort has been made by Professor Greenfield to use the available vocabulary studies.

I have found no serious *lacunae*. The presentation of the verb is one of the strong points of this brief grammar. Professor Greenfield, who is an experienced teacher of beginning classes, has discovered the importance of the verb and has dedicated a very high proportion of the book to a scientific presentation of this very difficult part of speech. The thirty-five pages (pp. 168-203) include many *complete conjugations*. The non-language-minded student can thus begin to see that verbs have system. Now that so many college and university students have Spanish as their first language, we Spanish teachers must be more and more careful to make all points of grammar very clear.

Some other especially valuable points of this text are: a) daily short test, b) provision for oral drill, and c) (last six lessons) assignment for copying complete conjugations.

The teacher who conscientiously completes the work of this text will have a well prepared group of students.

JAMES O. SWAIN

University of Tennessee,
Knoxville, Tennessee

HAMILTON, ARTHUR and VAN HORNE, JOHN, *Elementary Spanish Grammar*. Revised Edition. New York: Appleton-Century, 1942. Price, \$1.50.

From the physical standpoint the grammar is a beautiful specimen of the book-maker's art. On the end pages are reproductions of two of the famous murals of Diego de Rivera, and interspersed throughout the text are views of Mexico which are outstanding not only for the excellent photography but also for the evident care and discrimination with which they were chosen. Between pages 96 and 97 is a practical, up-to-date map of the Republic of Mexico, showing the principal cities, railroads, highways and airways.

In this revised edition the authors adhere to their former doctrine of "simplicity, dictation, original composition, and frequent review." By adding to that the words *constant repetition* and *thoroughness*, one can get a complete picture of the book. Explanations are given in clear,

simple language, and there is an unusually large number of specimen sentences to illustrate the different points made. There are fifty-six lessons, one out of every five being devoted to review. The customary reading exercises in Spanish are connected, and deal with the daily life of a small group of people, Americans and Mexicans, who are together in Mexico. Such Mexican words as *recámara* instead of *dormitorio* or *alcoba*, and *tapete* for *alfombra* are quite common. In addition there are passages for dictation, "*cuestionarios*" for conversation, directions for the making of original sentences in which certain idioms or constructions are to be used, and finally the English-to-Spanish sentences.

In matters of grammar, however, there is one place where one feels inclined to take issue with the authors. Lesson XXIV is entitled, *Possessive Pronouns*. These are listed as *mío, tuyo, suyo*, etc. Next, the statement is made that "the possessive pronoun usually requires the definite article before it." And farther down, "Where the possessive pronoun stands in the predicate with *ser*, the definite article is generally omitted before it." In reality there are two sets of possessive adjectives and one of possessive pronouns, and the list given in Lesson XXIV is not of the possessive pronouns but rather of the second set of possessive adjectives. In the specimen sentence, "*Estas tazas son nuestras.*," "*nuestras*" is a *predicate adjective* modifying "*tazas*" and not a pronoun at all. Such sentences as "*La nuestra está en la esquina.*" (referring to a house), or, "*He perdido el mío.*" (referring to a pencil), illustrate the correct use of the possessive pronoun either as the subject or object of a verb. However, in view of the book's other excellent qualities, we can dismiss this one slip as of little importance.

Taken all in all, it is this writer's opinion that the new *Elementary Spanish Grammar* is one of the best that has appeared on the market recently. It is interesting and stimulating; if a student can not learn Spanish from it then he can not learn Spanish at all.

MCKENDREE PETTY

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FELLOWS, OTIS E. and TORREY, NORMAN L., *The Age of Enlightenment, An Anthology of Eighteenth Century French Literature*. New York: F. S. Crofts and Company, 1942.

The publication of an anthology centered around the period of Enlightenment in France deserves special attention under the present circumstances. Though the statement of the editors that the eighteenth-century writers "present a community of ideas upon which has been built for the last century and a half every civilized form of society worthy of the name" (p. 5) is somewhat broad, there can be no doubt that the political and social creed of Liberalism has its origin in a philosophical movement which reached its climax and was given its definite formula in France during the eighteenth century. This system of thought has frequently been challenged and contested and has recently become the issue of a worldwide conflict. On one side it is assailed as being not only obsolete but dangerous and destructive, while on the other side it has become a fighting creed for a war of liberation and a program for a lasting settlement of international problems. Thus the study of the conditions under which the creed of Liberalism came into existence and the investigation of the philosophical assumptions upon which democratic institutions are based, should meet with general interest. Many teachers will also welcome the authors' demonstration of the imminent share France has had in the formation of our most fundamental concepts.

The selections of the new anthology have been made mainly with a view to presenting material for the study of a movement of ideas; as, however, the main currents of the Enlightenment manifest themselves, according to their universal character, in all domains of cultural life, the texts illustrate art as well as philosophy and politics. In a general Introduction the authors discuss the historical and philosophical origins of the Enlightenment: the Renaissance, Descartes, Gassendi, the English scientific and philosophic empiricism as well as the English

Constitution appear as the main factors; an outline of the general course of the eighteenth century concludes the Introduction. It is unfortunate, perhaps, that some mention of the part played in the origin of the "Enlightenment" by Humanism and by the theological rationalism of the sixteenth century has not been included. Too much space seems to be given to a general tableau of the seventeenth century. The originality of the eighteenth century in the domain of science seems somewhat slighted while too much weight is given to its philosophical originality; the fundamental importance of Leibnitz' thought is definitely underrated.¹

The authors have reserved the detailed discussion of the eighteenth century for their critical-biographical introductions to the various selections, a procedure which permits a more exhaustive treatment and a greater variety of approaches. They probably also took into account that the general view of the eighteenth century which Prof. Ira O. Wade wrote for the Princeton Anthology is a *modèle du genre* difficult to be surpassed. For many readers these introductions will present the most significant feature of the anthology. The ideas of the Enlightenment are for Messrs. Torrey and Fellows not only documents of great historic interest, but also of tremendous contemporary significance. Again and again one finds in the introductory passages and in the many footnotes references which attest an admirable, broad knowledge of modern thought and which at the same time stimulate the reader and enliven the text. The editors frankly espouse the creed and the ideals of the Enlightenment and frequently define in a delightfully personal way their own position regarding the ideas presented. Thus the Anthology is pervaded by a fresh, unacademic, inspiring, and spontaneous spirit. As to the selections, they are more numerous and more extensive than in other Anthologies of the same period; they also present a very adequate picture of the individual systems of thought taken as a whole, a feature rarely to be found in "selections."

All in all the new anthology is an excellent, well organized presentation of the Age of Enlightenment and seems well fitted for third and fourth year as well as graduate courses in French Literature. Together with Guthrie and Diller's recent *French Literature and Thought Since the Revolution* Messrs. Torrey's and Fellows' book forms an important step in the recent trend towards the production of a new and quite superior type of editorialized anthology.

HERBERT DIECKMANN

Washington University,
Saint Louis, Missouri

LYONS, J. C. and WILEY, W. L., *Reading French*. New York: Henry Holt and Company, 1942. Price, \$1.55.

The intention of the compilers of this text is to provide material for an elementary class which shall not be childish in content, as simplified texts tend to be, but which shall be on the "reader's mental level." Part I consists of historical selections, *Charlemagne*, *Louis XI*, *Richelieu*, *Louis XIV*, *Robespierre*, *Napoléon Bonaparte*, and short sketches of *Le Théâtre d'autrefois*, *Cyrano de Bergerac*, and *Les Annonces françaises*. This is all interesting material which is not too difficult, as it is told in fairly simple style, and words beyond the "simplest vocabulary range" are either defined in the text in parenthesis, or, if some explanation is required, in the footnotes. The delightful illustrations which accompany this part are taken from many sources, illustrated manuscripts, tapestry, contemporary engravings, pictures or sculpture. Many of these are found in the Pierpont Morgan Library or the Metropolitan Museum of Art and bear witness to the wealth of illustrative material to be found in this country. Part II consists of selections from modern authors mainly, Morand, Cendrars, Saint-Exupéry, Pierre Mille and Bourget. These are arranged in order of increasing difficulty, the first being freely adapted, the last unaltered. A less extensive use of definitions and notes has been made in this part and the

¹ See also on this subject p. 324, note 29, which seems rather unjust towards Leibnitz and much too generous to the Enlightenment.

editing is less well done. A casual check of the end vocabulary turned up the following word; which were either omitted or insufficiently defined: p. 99 (*une idée aussi (folle)*); p. 101, *constates* p. 164, *je battis (des mains)*; p. 173, (*d'horribles*) *vers*; p. 175, *bien plus*; p. 177, *élargi, sur-humainement, conter*; p. 183, *aussilôt, volonté*; p. 186, *telle qu'elle*. Notes would be advisable on p. 180, *n'a pas qualité* and p. 181, *pour qui veut*.

The weakness of this text is in the exercises, which are limited in scope and make no provision for systematic vocabulary assimilation. They consist of A. A questionnaire, ten or fewer questions for five or more pages. This is insufficient for testing comprehension. B. A short exercise of translation from French to English, involving grammatical difficulties beyond the powers of an elementary class and not centered on any clear principle to be taught. C. "Drill," a short section of the following type: *La France* (has been devastated) *par la* (Hundred Years War). Since no expression is given more than once, it is difficult to see where the "drill" comes in. Vocabulary growth is left to chance. Granted that some of the new vocabulary is too infrequent to be learned at this stage, there is still a considerable amount which should be indicated in some way and provided with suitable exercises for its better acquisition. It is unfortunate that the compilers who have prepared a text so interesting in content, did not carry their work farther with better techniques for increasing speed and comprehension in reading.

EUNICE R. GODDARD

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GEORGE, STEFAN, *Poems*. Rendered into English by Carol North Valhope and Ernst Morwitz. New York: Pantheon Books Inc., 1943. Price, \$2.75.

The appearance of a representative selection of about one hundred poems of Stefan George from seven of his works, beginning with *Hymnen* and extending to *Das Neue Reich*, with a thirty-page introduction and a three-page epilog on the method and purpose of the translation, is an event of some importance for the admirers of this, the most significant twentieth-century figure in German thought and letters. The name of the German collaborator, Ernst Morwitz, the author of *Die Dichtung Stefan Georges* (Berlin, 1934) and friend of the poet, is enough to give the volume the stamp of authenticity. We know less about his American collaborator, Carol North Valhope, a Johns Hopkins Ph.D. in German, nor is it clear how much of the translating was done by Morwitz, how much by Valhope.

The introduction, by Morwitz, presented in impeccable English, is an able and enlightening essay on the poet and his significance. It would have been well, perhaps, to write down to American readers a bit more. Their knowledge of George is usually nil. Some emphasis should have been placed upon the part played by Munich in George's life, and no harm would have been done by stating unequivocally that George stemmed from the Roman Catholic faith.

The English renderings, on the odd pages, face the German originals in every case. There is at least one misprint in the German. P. 52 read *grauem* for *grauen*. George's system of punctuation is not followed, although such a whimsical spelling as *triumfe* (p. 98) is retained. The renderings are smooth and expertly done. As for detail, we have noticed the following points. P. 39, *from the fallow fjords* more than translates *aus dem fahlen norden*, and *snow-blooms* are not exactly *blütenschnee*. P. 41 *children coloring with chalks* is not *kindern, die mit schiefer malen*, and the *bride whose childish breathing never races* is weak for *die braut mit immer-stillem Kindesbusen*. P. 47, *sprays* are not *wipfel*, and p. 49 *spice* is not *weihrauch*. P. 107, *brother* should be plural; p. 117, *what I made* is lame for *was ich tat*. P. 167, *Lord! I repair to house that is yours* is inadequate for the strong line *Ein tret ich wieder Herr! in dein Haus*. P. 237, *astrand* means *stranded* and not *auf dem Strand*. Despite what is said on p. 253, George's important alliterations were not always followed: p. 41, *gentle singers*—*sanfte sänger*; p. 51, *in the freezing wind and clear*—*in dem winde kalt und klar*; p. 167, *portion your bread*—*brücke dein Brot*. The two translators (credit is not given individually) show a tendency to transpose

George's lines. Apparently under the stress of finding rimes, this practise is used excessively, e.g. on p. 187, where the twelve lines match the original in this crazy-quilt order: 1, 2, 4, 8, 5, 3, 11, 6, 9, 10, 7, 12.

The book is handsomely appointed. Despite the few flaws, which any charitable reader must deem inevitable in translating so difficult a poet, the delicate task has been performed with amazing skill and poetic feeling.

EDWIN H. ZEYDEL

WAGMAN, FREDERICK HERBERT, *Magic and Natural Science in German Baroque Literature*. A study in the prose forms of the later 17th century. New York: Columbia University Press, 1942. (Columbia Univ. Germanic Studies, ed. by R. H. Fife, New Series No. 13). Price, \$2.25.

One must indeed welcome the work of a young scholar who has given himself the not insignificant task of inspecting the literary works of the German Baroque, in particular the voluminous prose-books, novels and popular compendia for such contents as reflect the scientific problems and ideas of the time. In the 17th century, especially in its second half, the modern rationalistic-sceptical attitude towards the phenomena of nature begins more and more to supplant the traditional mystical or metaphysical type of elucidation. In England the new spirit penetrates most rapidly and forcefully. Germany only hesitantly follows. Lutheran theology was in great measure philosophical and speculative; in addition to this, the pansophical trend which had its source in Paracelsus, held its ground even into the 17th century. Remnants of the mediaeval point of view and of magical practice were thus preserved in a powerful tradition. However, even in Germany representatives of the new rationalistic thought gradually appear on the scene: Kepler, Athanasius Kircher, Guericke, Joachim Jungius, finally Leibniz. Copernicus' idea of the world begins to influence belles-lettres. By means of rich and interesting material which he has in part gathered from remote sources, the author shows how in these books old and new thoughts are quite curiously found in each other's company. It is impossible here to speak of a consistent adoption of the new interpretation of nature. An author like Harsdörfer gives striking evidence of the haphazard mixture of elements. The state of things is everywhere symptomatic of a slow, laborious transition to the idea of a mechanical causality, subject to the inquiry of reason, the transition from fantastic explanation to exact observation. Lohenstein, Christian Weise, E. G. Happel represent this movement, which leads to the rationalism of the 18th century. In Germany at that time there were still no scientific societies of any rank. Around 1700 Halle and Altdorf were the only universities at which experimental research was beginning. In the political novels, which started to appear after 1670, the idealistic manner of the heroic-gallant novel was replaced by a temperate realism in the treatment of social questions. The bourgeois was beginning to crowd out courtly literature.

The author himself tells us that he looks upon his investigation only as a first attempt at opening up this complicated field, so difficult to maneuver. Nevertheless, the harvest which he has managed to reap, is by no means insignificant, either in scope or in scientific value. His conclusions are of interest also for the history of rationalistic thought, of the natural sciences and of medicine. On the whole the theme exceeds the demands which one can reasonably make upon a dissertation. (Most fragmentary of all is the chapter on social philosophy.) Normally a specialist in the field of the natural sciences or natural philosophy would be able to offer more by way of interpretation. Among German investigations, W. E. Peuckert's profound work on the pansophical school remains the finest example. The author has diligently made use of the vast critical literature in the field. Not very satisfying is what he has to say about the posthumous influence of Paracelsus. The newest of the bibliographies which Karl Sudhoff has published as a supplement to the "Acta Paracelsica," Heft 1-5, München 1930-32, does not seem to have been used. Also the study of Margarete Challier on 'Grimmelshausens Weltbild'

(*Hessische Blätter für Volkskunde*, vol. 27, 1928) might have been able to offer further valuable material. For the Fortuna-idea (p. 49) the treatise of A. Doren in the 'Vorträge der Bibliothek Warburg' 1922/23 might well have been consulted, as likewise for the theme of the political novel, the *Geschichte der deutschen Gruppwissenschaft* by Hans L. Stoltzenberg (1937) and the dissertation by J. Prys (1913).

KARL VIÉTOR

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• Books Received •

MISCELLANEOUS

Watt, Homer A., Cargill, Oscar, and Charvat, William, *New Highways in College Composition*. New York: Prentice-Hall, Inc., 1943. Price, \$3.25.

FRENCH

Gilman, Margaret, *Baudelaire the Critic*. New York: Columbia University Press, 1943. Price \$3.00.

Lengyel, Emile, *Dakar, Avante-poste de deux Hémisphères*. Traduit de l'anglais par Georges Strem. New York: Didier, Editeurs.

GERMAN

Lazenby, Marion Candler, *The Influence of Wieland and Eschenburg on Schlegel's Shakespeare Translation*. Dissertation, Johns Hopkins University. Baltimore, 1942.

SPANISH

Besso, Henry V., and Lipp, Solomon, assisted by E. Chastain Naylor, *Conversación. Spanish for the Army and Navy of the United States*. Sponsored by the Army Air Forces of the United States and the United States Navy. New York: Hastings House, 1942.

El Gaucho y La Pampa, Un Drama y Ocho Cuentos. Edited by L. Clark Keating and Joseph S. Flores. New York, etc.: American Book Company, 1943. Price, \$1.40.

Hendrix, William Samuel, *Beginning Spanish, Latin American Culture*. Maps by F. W. McBryde. New York and London: Harper and Brothers, 1943. Price, \$2.20.